Assistive Technology

Guidance for West Virginia Schools

Office of Special Education

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West Virginia Department of Education
Division of Federal Programs and Support
Office of Special Education

Sheila Paitsel, Director

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Abbreviations and Acronyms

AAC: Augmentative and Alternative Communication

AEM: Accessible Educational Materials

AT: Assistive Technology

EC: Eligibility Committee

ELA: English Language Arts

FAPE: Free Appropriate Public Education

GEE: General Education Environment

IDEA: Individuals with Disabilities Education Improvement Act of 2004

IEE: Independent Educational Evaluation

IEP: Individualized Education Program

IFSP: Individual Family Service Plan

LEA: Local Educational Agency

LRE: Least Restrictive Environment

MDET: Multidisciplinary Evaluation Team

MTSS: Multi-Tiered System of Supports

OT: Occupational Therapist/Therapy

PT: Physical Therapist/Therapy

QIAT: Quality Indicators for Assistive Technology

SAT: Student Assistance Team

SEE: Special Education Environment

SGD: Speech Generating Device

SLD: Specific Learning Disability

SLP: Speech-Language Pathologist

STT: Speech-to-Text

TTS: Text-to-Speech

UDL: Universal Design for Learning

WVBE: West Virginia Board of Education

WVDE: West Virginia Department of Education

Definitions

Accommodation: An accommodation adapts the presentation, environment, or other attributes of materials or instruction to provide equal access to and progress in the curriculum. An accommodation does not change the instructional level, content, or learning expectation, and does not alter what the student is expected to know. It enables a student to access content and to demonstrate knowledge and skills.

Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials, which are designed or converted in a way that makes them usable across the widest range of individual variability regardless of format (print, digital, graphic, audio, video).

Accessibility: Means that an individual with a disability "can acquire the same information, engage in the same interactions, and enjoy the same services as an individual without a disability, in an equally integrated and equally effective manner, with substantially equivalent ease of use" (Joint letter U.S. Department of Justice and U.S. Department of Education, June 29, 2010).

Accessible Format: An alternative manner or form that gives an eligible person access to the work when the copy or phonorecord in the accessible format is used exclusively by the eligible person to permit him or her to have access as feasibly and comfortably as a person without such disability (17 U.S.C. §121 (d) (1)).

Accessible Technology: Hardware devices and software that provide learners with access to the content in accessible digital materials. They are designed to be flexible and provide support that benefits everyone.

Age-Appropriate: Applies to peers of similar chronological ages or settings in which peers of similar chronological ages without exceptionalities are served.

Annual Goals: Measurable statements on an individualized education program developed from the present levels of academic achievement and functional performance that project what a student can reasonably be expected to accomplish within a 12-month period. For students with disabilities, annual goals must relate to students' involvement and progress in the general curriculum and should also address other educational needs related to participation in extracurricular and non-academic activities.

Assistive Technology Device: 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 students with disabilities. The term does not include a medical device that is surgically implanted or the replacement of such a device. In this document, the terms devices and tools are used synonymously.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
- Training or technical assistance for a student with a disability or, if appropriate, that student's family
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student with a disability

Audiological Services: Services provided by a qualified audiologist including:

- The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
- Training or technical assistance for a student with a disability or, if appropriate, that student's family
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student with a disability

Augmentative and Alternative Communication (AAC): Communication devices, systems, strategies, and/or tools that support or replace spoken language.

Bookshare: An electronic library of books offered in formats to make them accessible to eligible individuals who have difficulty processing or comprehending print, seeing text in books or on a screen, or physically managing reading materials. Bookshare is federally funded and free for all qualifying students and schools in the United States. There is a membership fee for qualifying individuals who are not students.

Collaboration: A style of interaction in which two or more professionals work together toward a common goal.

Communication: The active process of exchanging information and ideas. Communication involves both understanding and expression. Forms of expression may include personalized movements, gestures, objects, vocalizations, spoken words, signs, pictures, symbols, printed words, and output from augmentative and alternative communication (AAC) devices.

Community Settings: Community environment(s) in which the student will be expected to use the skills or behaviors that are being learned.

Consent: As defined by IDEA, parental consent, or informed written consent. The parent/adult student is fully informed regarding the actions by the LEA for which consent is requested.

Disability: A student with a disability, as defined by IDEA, is one who has an intellectual disability, hearing impairment, speech or language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

Free Appropriate Public Education (FAPE). Special education and related services that:

- Are provided at public expense, under public supervision and direction, and without charge to the parent
- Meet the standards of the state education agency, including the requirements of these regulations
- Include preschool, elementary school, or secondary school education in the state
- Are provided in conformity with an IEP

Functional Listening Evaluation (FLE): Assessment of how a student's listening abilities are affected by noise, distance, and visual input in the student's natural listening environment.

Functional Vision Assessment (FVA): An assessment conducted by a teacher of the visually impaired (TVI) to determine what students with visual impairment can see, how the students use their vision (including sustainability of use), and under what conditions the students can see. The focus is on accessing the wide range of educational materials available across all environments. A comprehensive FVA is needed to identify adverse impact and determine the specially designed instruction necessary. After the initial comprehensive FVA, updates are recommended annually or if there is a change in vision, environment, or educational materials. It is typically not done with students who are totally blind or have light perception only. For students with cortical vision impairment(s), the FVA encompasses the ten characteristic behaviors associated with cortical visual impairment.

General Curriculum: Grade-level and/or course-specific instruction designed and delivered by teachers to ensure student mastery of the West Virginia College- and Career-Readiness Standards.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA): Federal law which makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Individualized Education Program (IEP): A written plan for an eligible student with an exceptionality that is developed, reviewed, and revised in accordance with WVBE Policy 2419 and IDEA.

Individualized Education Program (IEP) Team: A group of individuals that is responsible for developing, reviewing, or revising an IEP for an eligible student with an exceptionality.

Individual Family Service Plan (IFSP): The documentation of a multi-disciplinary team's decision for the provision of early intervention services.

Least Restrictive Environment (LRE): The educational placement which provides the services/conditions necessary to meet the unique educational and behavioral needs of the student while providing the student with integration to the maximum extent appropriate with peers without exceptionalities.

Linguistic Background: The fundamental understanding of the principles of language and their applications to the language which is being studied or taught.

Local Educational Agency (LEA): West Virginia county boards of education, schools, and facilities under the supervision of the WVBE and public charter schools acting as their own LEA or under the supervision of an LEA. These agencies are legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, LEA, or other political subdivision of a state, or for a combination of school LEAs or counties as recognized in a state as an administrative agency for its

public elementary or secondary schools.

Meeting: Includes but not limited to:

- Eligibility Committee (EC) meeting to determine if a student is eligible for special education services. An EC meeting can be:
  - Initial
  - Transfer
  - Reevaluation
- Individualized Education Plan (IEP) meeting to develop, review, or change a student's IEP. IEPs can be:
  - Initial
  - Annual
  - Review
  - Targeted

A meeting does not include informal or unscheduled conversations involving LEA personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if these issues are not addressed in the student's IEP. A meeting also does not include preparatory activities that LEA personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Modifications: Substantive changes in an assessment or academic curriculum that alter the rigor or expectation of content knowledge. Modifications are generally made for students with significant intellectual or physical disabilities.

Multidisciplinary Evaluation: Comprehensive procedure used to determine whether a student is exceptional and the nature and extent of the student's needs. The term means procedures that are conducted by a team of individuals representing a variety of disciplines. These procedures are used selectively with an individual student and do not include basic tests administered to or procedures used with all students in a school, grade, or class.

Multidisciplinary Evaluation Team (MDET): A group of qualified personnel representing a variety of disciplines which determines the areas to be evaluated and conducts an evaluation.

Non-academic Services: Non-academic and extracurricular services and activities provided by the LEA in addition to the required and elective programs of study. The term includes counseling, athletics, transportation, health services, recreational activities, special interest clubs or groups sponsored by the LEA, and referrals to agencies which provide assistance and employment to students, including both employment by the LEA and assistance in making outside employment available.

Objectives: Measurable, intermediate steps between a student's present levels of academic achievement and functional performance and the annual goals. Objectives are based on a logical breakdown of the major components of the annual goals.

Occupational Therapy: Services provided by a qualified occupational therapist, which may include:

- Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation
- Improving ability to perform tasks for independent functioning if functions are impaired or lost
- Preventing, through early intervention, initial or further impairment or loss of function

Parent: Parent is defined as one of the following:

- A biological or adoptive parent
- A guardian, generally a person authorized to act as the parent or authorized to make educational decisions for the child
- An individual acting in the place of a biological or adoptive parent (e.g., grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for a child's welfare
- A foster parent, unless state law, regulations, or contractual obligations with a state or local entity prohibit a foster parent from acting as a parent
- A surrogate parent who has been appointed in accordance with state and federal requirements

The term parent does not include the state if a child is a ward of the state. State law may provide that a foster parent qualifies as a parent under IDEA and this policy if:

- The natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law
- The foster parent has an ongoing, long-term parental relationship with the child
- The foster parent is willing to participate in making educational decisions on the child's behalf
- The foster parent has no interest that would conflict with the interests of the child

When more than one party is qualified to act as a parent, the biological or adoptive parent must be presumed to be the parent unless this individual does not have the legal authority to make educational decisions for the child. If a judicial decree or order identifies a specific person or persons to act as the parent of a child or to make educational decisions on behalf of the child, then such person or persons must be determined to be the parent for purposes of implementing IDEA and Policy 2419.

Parental Consent: See Consent.

Physical Therapy: Services provided by a qualified physical therapist.

Present Levels of Academic Achievement and Functional Performance (PLAAFP): A statement of the student's current levels of achievement and the effect of the student's exceptionality on the student's educational performance, including how the student's exceptionality affects involvement and progress in the general education curriculum; or for preschool children, how the exceptionality affects the child's participation in age-relevant developmental activities. These statements are written in objective measurable terms using relevant information such as recent evaluation reports, statewide testing results, current progress data, and parent information.

Related Services: Transportation and such developmental, corrective, and other supportive services required to assist an eligible student with an exceptionality to benefit from special education. The term may include, but is not limited to, assistive technology, audiology, interpreting services, speech and language pathology, psychological services, physical and occupational therapy, clean intermittent catheterization (CIC), recreation, including therapeutic recreation, counseling services, including rehabilitation counseling, orientation and mobility services, social work services in schools, school health services and school nurse services, early identification and evaluation of disabling conditions in students, medical services for diagnostic or evaluative purposes only and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning, maintenance of that device, or the replacement of that device.

Section 504 of the Rehabilitation Act of 1973: Federal law that protects qualified individuals from discrimination based on their disability. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services. Section 504 describes a student with a disability as a school-aged child who has a physical or mental impairment that substantially limits a major life activity (e.g., walking, seeing, hearing, speaking, breathing, learning, attending school, caring for oneself, performing manual tasks, and behavior) and who needs special accommodations or related aids or services due to disability.

Special Education Services: Specially designed instruction, at no cost to parents, to meet the unique educational needs of an eligible student with an exceptionality, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. The term includes speech-language pathology services, vocational education, and travel training if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of an eligible student with an exceptionality.

Specially Designed Instruction: Adapting content, methodology, or delivery of instruction to:

- Address the unique needs of an eligible student that result from the student's exceptionality
- Ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students

Speech-Language Pathologist (SLP): Expert in communication disorders, including speech sound disorders, language, social communication disorders, voice, fluency, cognitive communication, feeding and swallowing, and augmentative and alternative communication.

Speech-Language Pathology or Therapy Services: Services provided by a qualified SLP, including but not limited to:

- Identification of students with speech or language impairments
- Diagnosis and appraisal of specific speech or language impairments
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments
- Provision of speech and language services for the habilitation or prevention of communicative impairments
- Counseling and guidance of parents, students, and teachers regarding speech and language impairments

Supplementary Aids and Services: Aids, services, and other supports that are provided in general education classes, other education related settings, and extracurricular and nonacademic settings, to enable students with exceptionalities to be educated with students without exceptionalities to the maximum extent appropriate. Supplementary aids may include any material/curricular resource or assistance provided to support a student beyond what is normally afforded students without exceptionalities, such as large print books, assistive technology devices, auditory trainers, curriculum adaptations, and classroom modifications or aids, services, and other supports. Supplementary services may include any human resource or assistance beyond what is normally afforded to students without exceptionalities, such as direct instruction, peer tutoring, or note taking.

Team: In this document, team refers to the MDET, IEP Team, or AT team since each can conduct an assistive technology evaluation.

Transition Services: A coordinated set of activities and supports necessary for a student with a disability to achieve a seamless transition from a school to post-school environment. Transition activities and supports are based on data obtained from age-appropriate transition assessments and focus on improving academic and functional outcomes for the student necessary to achieve the student's post-school goals. IEP Teams must consider secondary transition activities and supports related to post-secondary education, vocational education, integrated employment including supported employment, continuing and adult education, adult services, independent living, and/or community participation. These activities and supports must be based on the individual student's needs, preferences, and interests and may include explicit skill instructions, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and/or a provision of functional vocational evaluation.

Universal Design for Learning (UDL): An education framework based on research in learning sciences which guides development and management of flexible learning environments that can accommodate individual learning differences, for all learners. A UDL environment provides multiple means of representation, action, expression, and engagement.

Overview of the Assistive Technology Guidance Document

The purpose of this guidance document is to support local education agencies (LEAs) in meeting the needs of students who require assistive technology (AT) devices and services.

The key to appropriate and effective assistive technology is to ensure that AT recommendations are based on each student's individual needs. This document incorporates the Student, Environment, Tasks, and Tools (SETT) Framework (Zabala, 1994), which provides a structured guide to AT decision making. Organizing information using the SETT categories promotes consistency and rigor in selecting appropriate AT.

It is important to note that assistive technology selection and implementation are ongoing processes throughout a student's academic career and not one-time decisions or actions. Regular monitoring, support, and training are essential to ensure that AT tools and strategies remain aligned with the student's evolving educational needs. Adhering to the guidance in this document will help teams make appropriate decisions regarding AT.

This document includes optional Forms 1-13 that can be used during the AT process. These forms are described and included in the flowcharts throughout the document to support teams in their use. Information from the forms can be incorporated into assessment reports as needed.

As shown in Figure 1, the Assistive Technology Process includes three steps: AT Consideration, AT Assessment (divided into Parts A, B, and C), and AT Solution Generation. Each step is explained in detail within this document.

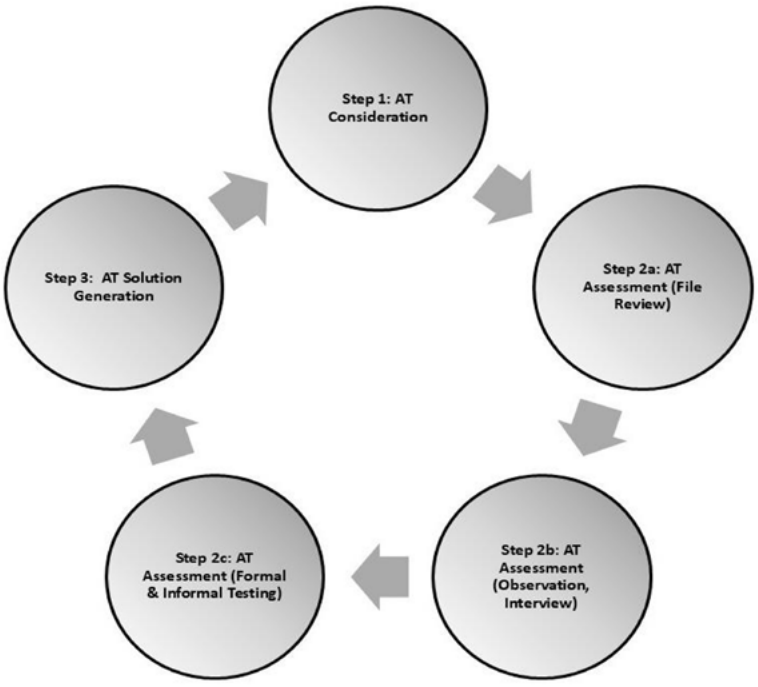

Figure 1: The Assistive Technology Process

Introduction

Technology in West Virginia Schools

A foundational component of West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, is the intentional integration of technology into instruction and learning. WVBE Policy 2510 emphasizes that technology should be a strategically embedded tool that enhances student engagement, supports differentiated instruction, and promotes mastery of content standards across all grade levels.

Technology in educational settings can be broadly categorized into three domains:

- **Educational technology:** includes hardware, software, and digital tools that support the teaching and learning of all students. These technologies enhance student engagement, collaboration, and access to instruction, both in-person and remotely. Examples include interactive whiteboards, document cameras, multimedia tools, and cloud-based platforms such as Microsoft Teams.
- **Rehabilitation/medical technology:** is primarily designed for use in a clinical setting or to address medical aspects of disabilities. While often essential to a student's learning, these medical devices, such as eyeglasses, cochlear implants, and wheelchairs, are typically prescribed and provided through medical services rather than educational programs.
- **Assistive technology (AT):** refers to an item or service that enhances the functional capabilities of a child with disabilities. The Individuals with Disabilities Education Act (IDEA, 2004) defines an AT device as "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 disabilities." AT supports students in performing tasks more effectively and independently, and it promotes active classroom engagement (Messinger-Willman and Marino, 2010). AT ranges from low-tech solutions such as sticky notes and pencil grips to high-tech devices such as internet-connected digital braille machines. The purposes of AT are to facilitate access to the general curriculum, support learning in the least restrictive environment (LRE), and ensure the provision of a free appropriate public education (FAPE). AT may offer alternative ways to access content, demonstrate learning, or participate in extracurricular activities.

  Accessible educational materials (AEM) are closely related to AT. AEM are print- and technology-based educational materials designed to be usable by the widest range of students, including those with disabilities. These materials may include books in various formats such as large print, braille, and audio, as well as digital texts with features such as adjustable text sizes and text-to-speech.

Although all three types of technology can be helpful for students with disabilities, this document will focus on assistive technology and the process for selecting and providing appropriate AT for West Virginia students.

Universal Design for Learning and Assistive Technology

Universal Design for Learning (UDL) is closely linked to educational technology and serves as a foundational framework in federal education policy (Brandt and Szarkowski, 2022). UDL is guided by three core principles: (1) offering multiple means of accessing content, (2) providing varied ways for students to demonstrate learning, and (3) using diverse strategies to engage and motivate learners (Hall, Meyer, and Rose, 2012).

Universal Design for Learning aims to reduce learning barriers from the outset by offering flexible approaches to instruction, engagement, and assessment for all students. In contrast, Assistive Technology (AT) focuses on individualized solutions to address student-specific challenges.

Messinger-Willman and Marino (2010) presented an example of the difference between UDL and AT: "A language arts teacher has a struggling ninth-grade student in her class. When she views the student's learning difficulties from the AT perspective, she considers how word prediction software can help that specific student answer a writing prompt. When looking through the UDL lens, she acknowledges that learning barriers reside within a curriculum that forces students to manually write responses. She then alters the assessment so that the barrier no longer exists for any student by allowing all students to use technology during their responses."

Assistive Technology: The Law

Local education agencies (LEAs) must comply with three key federal laws when considering and providing assistive technology. While each law has a distinct focus, they often overlap in practice. The three laws are discussed below:

1. Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) mandates that students with disabilities receive a free appropriate education (FAPE), including access to special education and related services. IDEA emphasizes the integration of technology in learning and requires the provision of assistive technology (AT) when necessary to support a student's access to FAPE.

IDEA and Assistive Technology

Under IDEA §300.105, public agencies must provide assistive technology (AT) devices and/or services, as defined in §§300.5–300.6, when required to support a student's:

- Special education (§300.39)
- Related services (§300.34)
- Supplementary aids and services (§300.42)

IDEA Definition of Assistive Technology Device

An assistive technology device is 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. The term does not include a medical device that is surgically implanted or the replacement of such a device. [20 U.S.C. 1401(1).]

IDEA Definition of Assistive Technology Service

An assistive technology service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. These services include:

a. The evaluation of needs, including a functional evaluation, in the child's customary environment
b. Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices
c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices
d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
e. Training or technical assistance for a child with disabilities, or where appropriate, that child's family
f. Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or others(s) who provide services to, employ, or are otherwise, substantially involved in the major life functions of that child [20 U.S.C. 1401(2)]

IDEA Accessible Educational Materials

IDEA §300.172 requires public agencies to provide accessible instructional materials (AEM) in a timely manner to students who have difficulty accessing printed text. The IEP Team must identify the appropriate alternative text format based on the student's needs, ensure compatibility with any devices, and arrange necessary support services. These provisions help ensure access to the general curriculum and compliance with FAPE requirements.

IDEA School Funding

IDEA includes provisions for funding assistive technology devices and services as part of a student's IEP. LEAs can use IDEA funds to provide the AT necessary for a student to receive FAPE. The LEA retains possession of AT purchased using IDEA funds.

2. Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination based on disability in programs or activities that receive federal financial assistance. It applies to all students with disabilities, regardless of their eligibility for special education services under IDEA.
Assistive technology (AT) provided under Section 504 is considered a general education responsibility and cannot be purchased with IDEA special education funds.

3. Title II of the Americans with Disabilities Act of 1990 (ADA Title II)

Title II of the Americans with Disabilities Act (ADA) prohibits discrimination based on disability in public services, including education. It requires state and local government agencies, including schools, to ensure that individuals with disabilities have equal access to programs, services, and activities.

To ensure effective communication, schools must provide auxiliary aids and services (such as interpreters, accessible formats, or assistive listening devices) when needed and in a timely manner. Schools must also ensure that their communication with people with disabilities is as effective as communication with those without disabilities.

Under ADA Title II regulations, LEAs must give primary consideration to the specific aids or services requested by the parent or the student with a disability, unless they can prove that a different aid or service is effective in meeting the student's needs. Schools are not obligated to provide aids or services beyond what is necessary for effective communication or to comply with requests or preferences unrelated to effectiveness, such as specific brands or models.

The Assistive Technology Process

STEP 1: Assistive Technology Consideration

The first step in the assistive technology process is to consider AT as a support to the student's education. This consideration may occur at any time while students with disabilities are receiving services or being evaluated. Assistive Technology must be considered for students with disabilities during each Individualized Education Program (IEP) meeting, but it may also be considered at any other point during the school year. The need for an AT assessment may also be proposed by a SAT team or by a multidisciplinary evaluation team (MDET) during a referral for an initial special education evaluation or a re-evaluation.

The following section of the document gives an overview of AT consideration for students who are already eligible for special education and who have or will have an IEP. For students who are not yet eligible for special education services, see the information in Step 2: Assistive Technology Assessment.

AT Consideration During the IEP Meeting

Each time an IEP Team develops, reviews, or revises a student's IEP, they must consider whether the student needs assistive technology devices and services, including any AT that is currently in use.

FORM 1 Assistive Technology Consideration is a tool designed to guide teams in discussing a student's need for AT. To ensure a comprehensive review, at least one team member with AT expertise should participate. Using the guiding questions on FORM 1 Assistive Technology Consideration, the team should discuss whether the student faces barriers to access or participation in any area and decide if AT may be needed to address those barriers. The form includes guiding questions in the following areas:

- Mobility, Seating, and Positioning
- Hand Use, Fine Motor Skills, and Computer/Technology Access
- Vision and Visual Processing
- Hearing and Auditory Processing
- Communication
- Executive Functioning: Attention, Organization, and Self-Management
- Daily Living/Self-Help Skills
- Sensory Regulation
- Reading
- Mathematics
- Written Expression
- Recreation and Leisure
- Vocational and Independent Functioning

Appendix B: AT Consideration Companion Guide may be useful during the consideration process.

After completing *FORM 1 Assistive Technology Consideration*, the team will reach one of the following conclusions:

1. **AT is not required: No AT devices or services are needed. Document this decision in the IEP. Consider AT again at the next IEP meeting or whenever there is a concern that may be addressed by AT.**
2. **AT is required and the current AT is appropriate: The student's needs are met with the AT already in use. Document in the IEP and develop/revise the implementation plan. See the Assistive Technology Implementation section of this document and FORM 13 for more information.**
3. **AT is required and new AT has been identified: The student needs AT and the team has identified the necessary AT without completing an assessment. Document in the IEP and develop an implementation plan. See the Assistive Technology Implementation section of this document and FORM 13 for more information.**
4. **AT Assessment is needed: The team needs additional information to make a decision regarding AT. Proceed to Step 2 AT Assessment.**

If an IEP Team decides that a student requires an AT assessment, a formal evaluation process is initiated. On occasion, a team may identify the devices and services a student needs without completing an evaluation. For example, the team may know that a student requires alternate seating, and they may decide to trial or purchase an adapted chair without a full evaluation. However, a student with more complex needs may require a full evaluation in multiple areas of AT (U.S. Department of Education, 2024). For students who may require an augmentative or alternative communication (AAC) system, it is likely that a full AT evaluation will be necessary. *See Appendix E for information on AAC Assessment.*

When considering any student's need for AT, the team should keep the following information in mind:

- Per IDEA, AT devices required by students with disabilities may include mainstream technologies, commercially available assistive technology, and/or custom-made or adapted devices. Since the number of technology solutions expands as technology evolves, it is important that the team consider current or new technologies, even if older technologies are available.
- Decisions regarding the use of the assistive technology devices or services in settings outside the school must be made on a case-by-case basis by the IEP Team. The LEA must provide a device for use at home if necessary for provision of FAPE.
- Schools may not compel parents to file an insurance claim and may not condition the provision of equipment or services on the filing or approval of such a claim. However, if parents choose to use private insurance or Medicaid to fund an AT device, the device is owned by the family and remains with the student upon transfer or exit from school. The LEA does not have ownership of devices unless they are purchased with LEA funds.

See Appendix A for school district/LEA requirements, responsibilities, and procedures.

The following flowchart shows the IEP AT Consideration process. The forms referred to within this flowchart and within other flowcharts throughout the document are available in the FORMS section of this document.

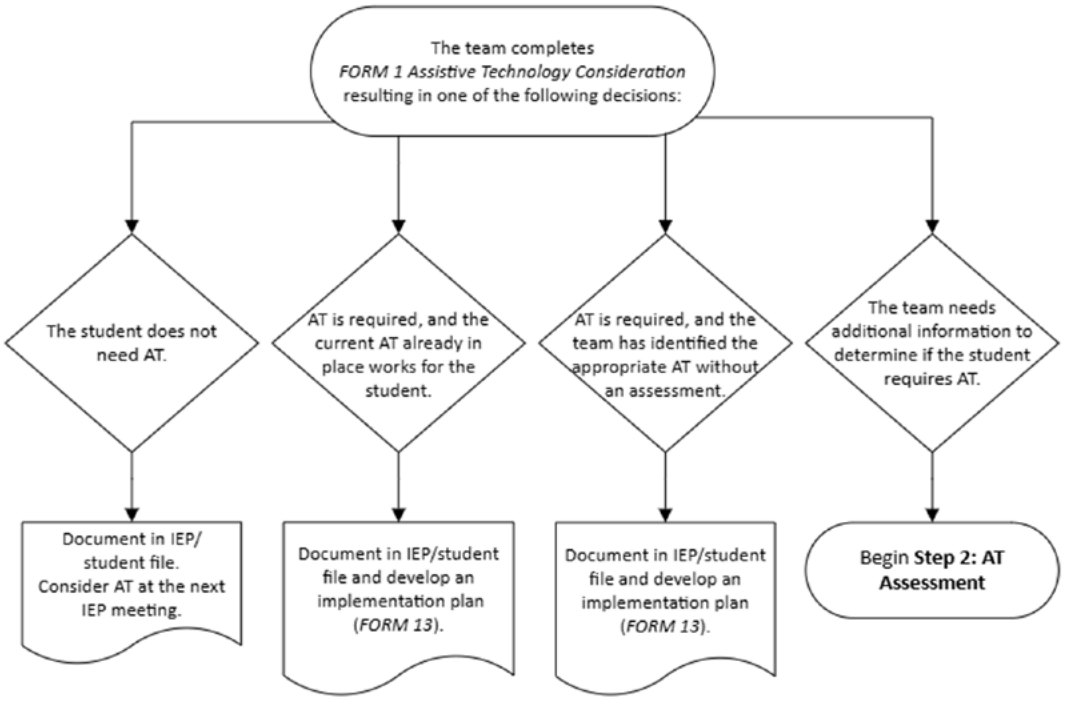

Figure 2 Step 1: Assistive Technology Consideration Flowchart

STEP 2: Assistive Technology Assessment

If an IEP team determines that an AT assessment is needed, the team moves on to Step 2: Assistive Technology Assessment. This step begins with obtaining consent for the AT evaluation from the parent/guardian or adult student using either the *IEP Team Evaluation Request for Additional Services* form or the *Notice of Individual Evaluation/Reevaluation Request* form. Teams should follow their LEA procedures regarding the use of these forms.

If a student is not currently eligible for special education and does not have an IEP, and a team determines that an AT assessment is needed, written consent for an initial special education evaluation must be obtained through a *Notice of Individual Evaluation/Reevaluation Request*. After the evaluation is completed, an eligibility meeting is held to determine if the student is eligible for special education under a qualifying disability category. If so, the student is eligible for an IEP which would include any needed AT.

If a student is not eligible for special education but has an impairment that affects one or more major life activities, he or she may be eligible for a Section 504 Plan, which may include AT devices or services. However, it should be noted that any AT provided through a 504 Plan is a general education responsibility and cannot be purchased using federal special education funds. For more information on 504 Plans, see *Section 504 of the Rehabilitation Act of 1973: Guidance for West Virginia Public Schools, Districts, and Parents* available on the West Virginia Department of Education website.

The chart below shows the process that may be followed for completing an AT assessment in different situations. LEAs may have specific instructions or policies regarding forms or processes.

Initial Evaluation (Initiated by MDET)	IEP Team Request (Initiated by IEP Team)	Reevaluation (Initiated by MDET or IEP Team)
• Discuss the specific areas in which the student may benefit from assistive technology. The team may complete FORM 1 Assistive Technology Consideration to determine the areas of concern. • Complete the Notice of Individual Evaluation/Reevaluation Request form, checking the box beside "Assistive Technology." • Obtain the parent's written consent to conduct the evaluation. • Make available a signed, written report to the Eligibility Committee and the parent within 80 days of the initial parent consent for evaluation. May attend the eligibility meeting and subsequent IEP meeting to present the AT evaluation results	• Discuss the specific areas in which the student may benefit from assistive technology. The team may complete FORM 1 Assistive Technology Consideration to determine the areas of concern. • Complete the IEP Team Request for Additional Services form, checking the box beside "Assistive Technology," and the box(es) beside the area(s) of AT to evaluate. • Obtain the parent's written consent to conduct the evaluation. • Make available a signed written report for the student's file and the parent. Attend the IEP Meeting within 60 days of the parent consent for evaluation to present the AT evaluation results and recommendations.	• Document the Eligibility Committee's prior decisions about assistive technology on the Reevaluation Determination Plan form and enter "Yes" for re-evaluation. • The team may complete FORM 1 Assistive Technology Consideration to determine the areas of concern. • Complete the Notice of Individual Evaluation/Reevaluation Request form, checking the box beside "Assistive Technology." • Obtain the parent's written consent to conduct the evaluation. • Make available a signed, written report to the Eligibility Committee (EC) and the parent at the eligibility meeting, unless otherwise requested by the parent or team. May attend to present the evaluation results and any recommendations.

The comprehensive AT assessment that occurs after consent is obtained is a three-part process including:

- File Review
- Observation and Interview
- Formal/Informal Assessment

The following flowchart illustrates the Assistive Technology Assessment process.

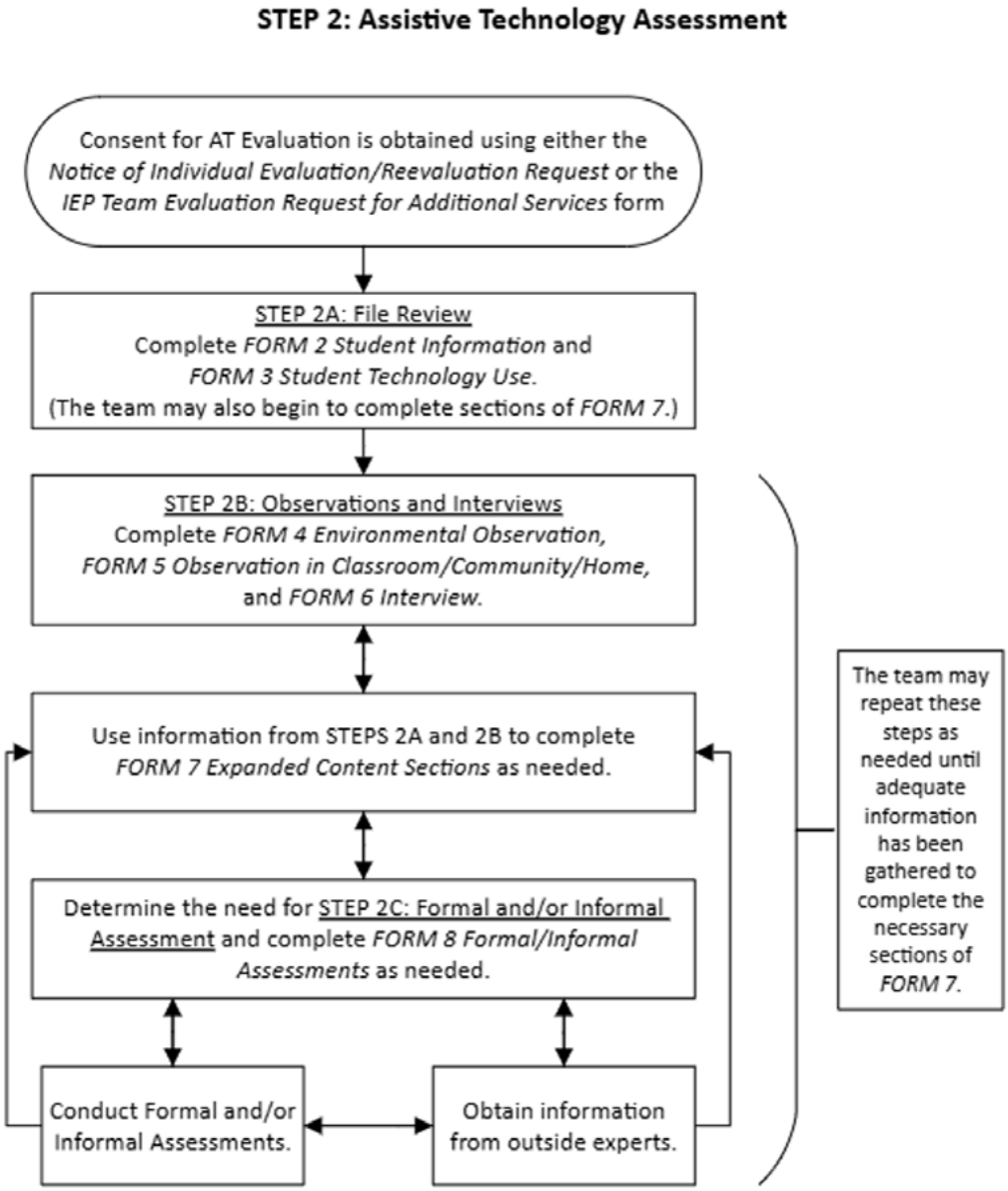

Figure 3 Step 2: Assistive Technology Assessment Flow Chart

IDEA mandates that assistive technology (AT) assessments involve a multidisciplinary team, ensuring a comprehensive evaluation from multiple perspectives. Depending on the student's needs, the team may include:

- A person familiar with the student, such as the student and/or a family member
- An educator knowledgeable about the curriculum, typically a general or special education teacher
- A communication specialist, usually a speech-language pathologist
- A sensory processing specialist, often an occupational therapist
- A motor skills specialist, such as an occupational or physical therapist
- A teacher or provider familiar with the student's particular disability, such as a teacher of the deaf/hard of hearing or a teacher of the blind/visually impaired
- An administrator or designee with authority to allocate district resources, approve staff training, and ensure implementation across educational settings

This collaborative approach ensures that AT decisions are well-informed, legally compliant, and tailored to the student's unique educational needs.

Additional team members may include but are not limited to:

- Audiologist
- Early Intervention Specialist
- Instructional Assistant
- Nurse
- Rehabilitation Engineer
- Services Counselor
- School Counselor
- Social Worker
- Technology Coordinator
- West Virginia Division of Rehabilitation

Any individual who can contribute to AT decision making or implementation may be invited to participate. Parents are essential members of the team and should be included in all aspects of the AT assessment process, along with the student when appropriate.

For the remainder of this document, the term "team" will refer to either the Multidisciplinary Evaluation Team (MDET), IEP Team, or AT Assessment Team, as any of these teams may be completing the AT assessment.

Refer to *Appendix C for guidance on forming a district level AT Tea*m.

The Steps of AT Assessment

As stated earlier, AT assessment is composed of three parts:

- File Review
- Observations and Interviews/Information Gathering
- Formal and Informal Testing

Step 2A. AT Assessment - File Review

The first step in AT assessment involves a comprehensive review of existing records, which may include case history, medical background, and/or results of specialized assessments. Team members should gather information about the student's educational and community environments and about any current or past use of technology or assistive technology. Information can be recorded using *FORM 2 Student Information and FORM 3 Student Technology Use*. The team may also begin completing sections of *FORM 7 AT Expanded Content,* as appropriate. FORM 7 sections can be updated throughout the assessment process.

Step 2B. AT Assessment - Observation and Interviews/Information Gathering

The second step of the AT assessment process involves collecting information through observations of and interviews about the student and their environments.

Observations

To make informed, evidence-based decisions about AT, teams must identify the characteristics of the environments in which the student learns and interacts. Using insights from the file review, the team should choose settings in which to observe the student, documenting the characteristics of each environment and the tasks in which the student and peers are engaged.

It is important to observe the student in various environments, such as the classroom, cafeteria, playground, assemblies, or job sites. Ideally, observations should be conducted in at least three different environments to ensure a comprehensive understanding of the student's needs and the opportunities for support.

FORM 4 Environmental Observation and FORM 5 Observation in Classroom/Community/Home may be used to record information regarding environments and activities.

Interviews and Information Gathering

The team may include any of the following strategies as appropriate to the student:

- Interviews. Interviews with the student, family, and school staff provide insights into the student's needs, strengths, interests, and participation patterns. The questions should be informed by the file review (Step 2A) and may address concerns, previous interventions, successes, and ongoing challenges. *FORM 6 Interview* may be used to document responses.
- Work Samples. Collecting student work samples enables comparison between the student's performance and grade-level expectations.
- Interaction. Engaging with the student may reveal behaviors not typically observed in other contexts.

Following Step 2A (File Review) and Step 2B (Observation and Interview/Information Gathering), the team may determine that additional information is needed to obtain a full picture of the student's abilities. They will then move on to Step 2C Formal and Informal Assessment.

Step 2C: AT Assessment - Formal and Informal Assessment

Depending on the student's identified needs, formal and/or informal assessments may be needed to gather additional information in any area of concern and may be documented using *FORM 8 Formal/ Informal Assessments*.

Formal or norm-referenced standardized assessments may be completed by team members or other qualified professionals. Informal assessments may include skill probes, language samples, and classroom work samples and may be completed by team members or appropriate professionals.

For an accurate assessment of AT needs, the student should engage in tasks that reflect classroom activities and expectations. Information gathered will contribute to *FORM 9 AT Solutions*.

Data collected throughout the entire process, including Steps 1, 2A, 2B, and 2C, can inform and refine subsequent steps. For example, a classroom observation may prompt interview questions, or an informal assessment may highlight the need for further observation. These steps of the process are often recursive and interconnected rather than strictly sequential. Following the completion of Step 2, the team moves on to Step 3: AT Solution Generation.

- *For information on completing an AAC evaluation as part of an AT Assessment, see Appendix E.*
- *For information on AAC and Autism, see Appendix F.*
- *For information on completing AT evaluations related to specific learning disabilities, including dyslexia, see Appendix G.*
- *For information on the use of Artificial Intelligence in AT, see Appendix H.*

STEP 3 Assistive Technology Solution Generation

Step 3 Assistive Technology Solution Generation consists of using the information gathered in Steps 1 and 2 to determine potential AT tools/strategies/services. The flowchart in Figure 4 outlines the process used in Step 3.

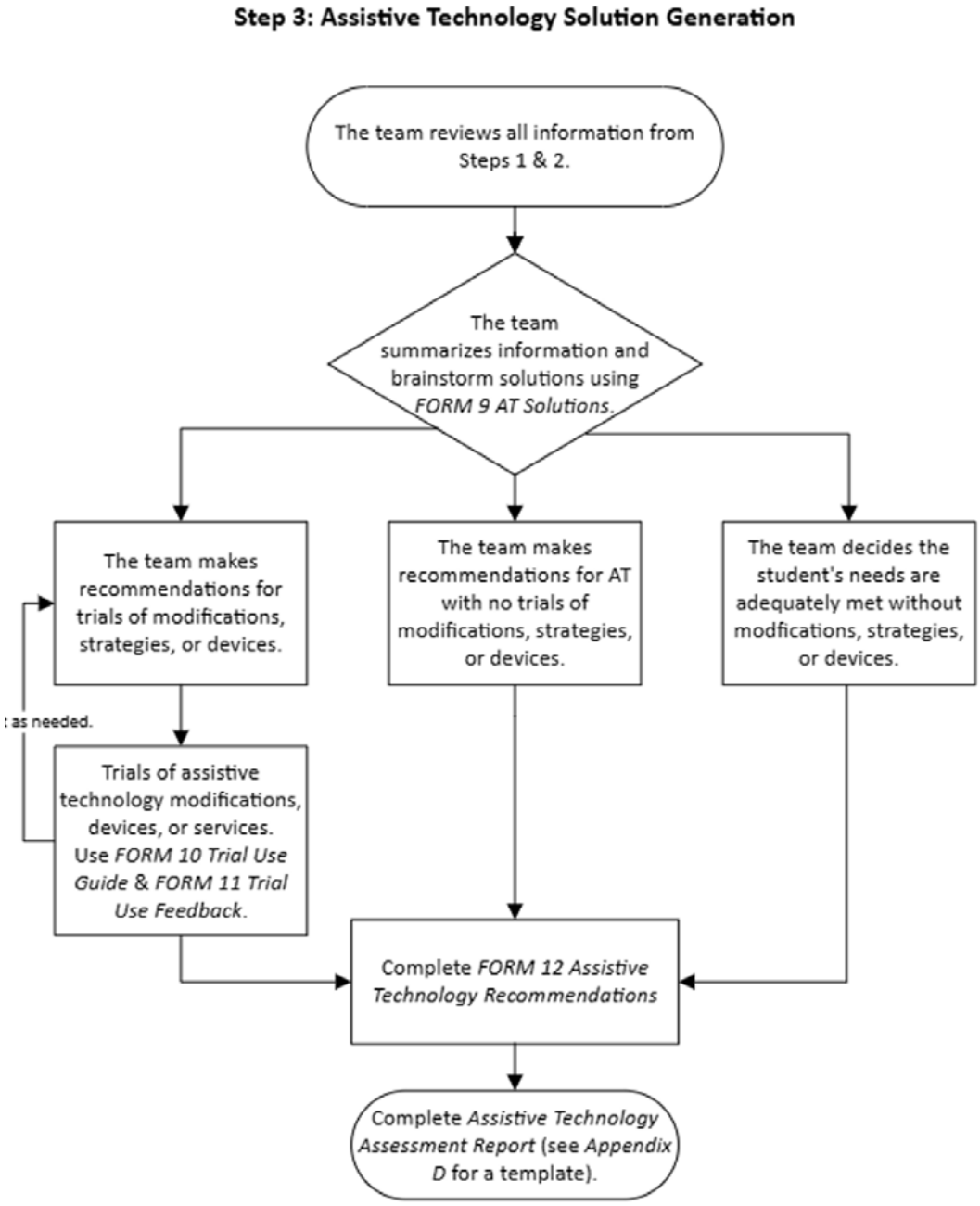

Figure 4 Step 3: Assistive Technology Solution Generation Flowchart

The Assistive Technology Solution Generation Process

The assistive technology (AT) solution generation process is guided by the SETT framework (Zabala, 1994), which organizes decision-making into four key areas: Student, Environment, Tasks, and Tools. *FORM 9 AT Solutions* uses this framework to help the team summarize the information that has been gathered and propose possible solutions. (Refer to *FORM 9 Example – AT Solutions* for an example of how the form may be completed.)

***FORM 9* is divided into two main sections:**

- Problem Identification
  The team reviews information gathered in Steps 1 and 2, including FORM 7 Expanded Content Sections and FORM 8 Formal/Informal Assessments, to complete this section and select the challenges that may be addressed with AT.
  - Student's Abilities/Difficulties – Key strengths and challenges
  - Environmental Considerations – All relevant settings, including non-school environments
  - Tasks – Activities that are difficult for the student
  - Sensory Considerations – Sensory factors influencing AT selection
  - Narrowing the focus – Prioritizing solutions with the greatest impact. For example, improved communication abilities impact all areas of the student's educational environment, but improved handwriting may impact handwriting tasks only
- Solution Generation and Selection
  The team brainstorms potential solutions, which may include tools, strategies, services, modifications to existing supports, device trials, or further assessments. Given the evolving nature of AT, consulting multiple resources is encouraged.
  - Solution Generation – A broad list of possible supports is developed.
  - Solution Selection – The team selects appropriate AT options and determines whether a trial period is needed before making final decisions or purchases.

  Appendix B: AT Consideration Companion Guide may be helpful during brainstorming and selection of AT.

Core Beliefs Related to Assistive Technology

As teams are completing FORM 9 and discussing possible AT solutions, they should consider the core beliefs in the areas of movement, communication, and functional academics that have been identified by The Wisconsin Assistive Technology Initiative (WATI):

Movement

- Every child has the right to move more independently; our job is to make them safe
- Positioning is dynamic, and there is no "one" position
- Positioning is task specific
- Movement is the foundation for all learning
- Transition movements are the most important movements to consider

Communication

- Every child deserves to communicate in multiple ways
- Communication is the key to engagement in all environments
- Every child has a story to tell, and we must find a way to help them tell it
- Receptive language develops before expressive

Functional Academics

- Every student should be provided with an engaging curriculum that meets their needs
- There is the expectation for a measurable change in goal attainment. The lack of change suggests a need for AT solutions
- There should be a balance between learning outcomes (observable change in the student's behavior) and general supports provided by the staff

Trial Periods and Recommendations

If, after completing Steps 1 and 2, the team determines that the student's needs are already being met, or if they decide upon the necessary AT without a trial period, they may proceed directly to *FORM 12 Assistive Technology Recommendations*.

If, however, the team has decided that a trial period is needed to determine whether identified AT tools, strategies, or services are appropriate, FORM 10 Assistive Technology Trial Use Guide may be used to document this process. Trial periods may range from brief sessions to extended periods lasting weeks or months. Regardless of the duration, it is crucial to document the student's performance during the trial.

FORM 10 Assistive Technology Trial Use Guide is designed to guide the trial(s) and includes:

- A description of the new or modified tool/strategy/service
- The name and role of the person conducting the trial
- Trial duration
- Collected data or artifacts (classwork or other information that shows how the AT affected the student's performance)

In addition to performance data, input from key stakeholders (such as family members and school personnel) should be gathered using *FORM 11 Family/School Personnel Trial Use Feedback*. This feedback, along with the trial data, may inform further solution development or support inclusion of AT in the student's IEP or 504 Plan.

Final trial summaries and recommendations may be documented on *FORM 12 Assistive Technology Recommendations*.

Appendix K includes resources for accessing AT/AAC trial equipment.

Assistive Technology Assessment Report

Upon completion of the assessment process, all team members should contribute to an Assistive Technology Assessment Report, which should include the following sections:

- **Student Information:** Including relevant medical history and prior AT use
- **Assessment Summary:** Findings from file reviews, interviews, observations, and formal/informal assessments.
- **Trial Results:** Outcomes of any AT trials completed
- **Recommendations:** Clear, actionable AT recommendations

To streamline report development, the team may use the *Assistive Technology Assessment Report template* (Appendix D). Information from *FORMS 1-12* can be copied directly into the template as needed. The AT assessment report should be reviewed at the IEP meeting so that the selected AT can be included in the IEP. Teams will also use information from the report to write a plan for implementing the AT.

Next Steps: Documentation and Implementation

Documenting Assistive Technology in the IEP

Following the team's recommendations, all selected AT should be documented in the student's IEP. This includes any necessary tools or modifications, and any services required to support effective AT use. In accordance with IDEA, AT may be included in any relevant section of the IEP; the IEP Team is responsible for including it in the section(s) that best align(s) with the device or service provided.

As a support to decision-making, the team may complete *FORM 13 Assistive Technology Implementation Plan* during the IEP meeting (see the Assistive Technology Implementation section of this document for more information).

Note: When documenting AT in the IEP, it is preferable to describe the required features of the AT rather than naming specific products, unless a particular brand or device is essential.

The following information aligns with the West Virginia Department of Education's IEP Program and applies to students with existing AT as well as those who will be using AT for the first time. The IEP should include descriptions of AT devices and services to ensure continuity if the student happens to transfer to another school, district, or state.

Sections of the IEP

Considerations

One of the IEP Considerations questions is "Does the student need assistive technology devices or services?" The IEP Team must indicate whether AT devices and/or services are necessary for the student to access the general education curriculum or benefit from specially designed instruction.

In this section, the team should document any AT currently in use, trial periods, strategies being implemented, or modifications to existing tools. Relevant accessible educational materials (AEM) should also be noted. Since this section appears early in the IEP, teams may need to revisit it after discussing the student's present levels, goals, and services to incorporate any identified AT needs.

Examples of how AT may be recorded in the Considerations section.	
Does the student need AT devices or services? Yes: X No: _	Describe: James requires a talking calculator for all math activities that require calculation.
Does the student need AT devices or services? Yes: X No: _	Describe: Sarah uses adaptive seating and positioning equipment (prone stander, wedge) in her classes to participate in her educational program.
Does the student need AT devices or services? Yes: X No: _	Describe: Katie uses an eight-location augmentative communication device with speech output to supplement her current communication skills. See PLAAFP and Annual Goals and Objectives for additional information.

A Note Regarding Accessible Educational Materials (AEM)

Accessible Educational Materials (AEM) can be included under AT in the Considerations section of the IEP. AEM are materials designed or adapted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video). While AEM should be considered for all students, particular consideration should be given to those who meet the eligibility criteria for specific learning disability, visual impairment, or deafblind, as these students may require an accessible format. Although AT and AEM are distinct types of student support, AT may be used and/or required to access AEM effectively.

The following are some examples of features that can be changed to make educational materials more accessible:

- **Output:** Adjustable text-to-speech (TTS) settings (e.g., voice, pitch, rate) and visual text modifications (e.g., font size, color, contrast)
- **Navigation:** Tools that allow movement through content by chapters, sections, pages, and paragraphs
- **Bookmarking, Highlighting, and Labeling:** Features that help students mark and revisit key information

Secondary Transition

For students using assistive technology, AT devices and services should be integrated into the IEP Secondary Transition Plan. AT must be part of a coordinated set of activities that support the student's independence and post-secondary goals. Clearly documenting AT use in the Transition section ensures that post-school agencies are informed of the student's need for AT. Teams should also plan for the acquisition or continuation of the necessary AT as the student approaches graduation or exit from school. *Additional guidance is available in Appendix I: AT and Transition Services.*

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) describes the student's current academic performance and the impact of their disability on participation and progress in the general education curriculum. For preschoolers, the PLAAFP reflects their participation in age-appropriate activities. The PLAAFP is an appropriate place to document the current use of AT and to describe how these tools address the student's needs. PLAAFPs should be written in objective, measurable terms using relevant data such as recent evaluation reports, statewide testing results, current progress data, and parent input.

Goals and Objectives

Information from the PLAAFP should guide the development of the IEP goals and objectives. The IEP team should first determine the annual goals and then decide whether AT is needed to support goal achievement. AT is typically a tool used to help the student reach an academic or functional goal, but the IEP may also contain goals related specifically to the use or operation of AT, particularly when students are learning device features or working toward independence in using AT. When appropriate, AT should be embedded into the goal to reflect its role in supporting student success.

Below are examples of AT being included in IEP goals and/or objectives:

- For a student who has difficulty with fine motor skills and has difficulty printing legibly: *By May 2026, using a tablet with a speech to text application, Emma will construct five sentences with correct subject-verb agreement and punctuation with 90% accuracy for 5 of 5 trials.*
- For a student who is beginning to use an AAC app: *By May 2026, given access to a dynamic display communication app with core and fringe vocabulary and modeling by communication partner, Joseph will use single words to request items and activities for 8 of 10 opportunities per session.*

Services

Assistive technology can be included in any of the IEP Services sections:

- **Special Education:** When AT is essential to achieving IEP goals, it should be integrated into the goals and/or objectives.
- **Related:** When the student needs AT as part of a related service which supports special education goals, it should be documented in this section. AT services (such as training for the student, staff, or family) and device programming or maintenance should also be documented here. These services are typically indirect unless the provider is working directly with the student.
- **Supplementary:** AT should be listed here when it supports the student in the general education environment (GEE), including:
  - Access to instruction alongside peers and in the least restrictive environment
  - Opportunity to participate in non-academic and extracurricular activities
  - Access to classroom, district, and statewide assessments with accommodations

The environment for AT use in Supplementary Services should be specified:

- "GEE" if used in general education settings
- "ALL" if used across all environments (e.g., a communication device that is used at school and on the bus)

Verification that the student has access to and uses the AT may be documented either on the Supplementary Services Form or on documentation sheets that collect the data specified in the IEP.

Accommodations

Accommodations are changes in how instruction or assessments are delivered to improve student access and participation without altering the content, expectations, or validity of the curriculum or assessments. Accommodations are not interventions and do not change what the student is expected to learn.

The IEP Team must identify all accommodations, including any AT, that are necessary for daily instruction and for participation in local and statewide assessments. Accommodations for daily instruction should be included in the Supplementary Services section of the IEP. Accommodations for LEA-wide and statewide assessments must be based on documented needs and reflect the supports used during daily instruction. Accommodations for statewide assessments are documented in the State-administered Assessment Accommodations section of the IEP. The West Virginia Department of Education's document entitled *Participation Guidelines for West Virginia State Assessments*, available on the WVDE website, contains guidelines for supporting students with disabilities.

Documenting Assistive Technology in Section 504 Plans - Expanded Accommodations

For students eligible under Section 504 of the Rehabilitation Act of 1973, any instructional or assessment accommodations, including AT, should be documented in the 504 Plan. The 504 committee is responsible for ensuring that these accommodations are provided. For additional guidance, refer to the document *Section 504 of the Rehabilitation Act of 1973: Guidance for West Virginia Public Schools, Districts, and Parents* available on the West Virginia Department of Education website.

Assistive Technology Implementation

Assistive technology implementation refers to how AT tools, strategies, and/or services identified in the IEP are delivered, integrated into the student's educational program, and documented. When the IEP Team recommends an AT device, the LEA is responsible for providing any necessary training and technical assistance.

For example, if an AAC device is recommended, AT services may include:

- Selecting, designing, fitting, customizing, and adapting the AAC device
- Coordinating with therapies, interventions, or services
- Providing training for the student, staff, and family
- Identifying and training additional individuals who will assist the student in accessing the AAC device

The IEP Team should develop a written AT implementation plan to facilitate the student's access to and use of AT, including use in educational and extracurricular activities, assessments, and daily routines. *FORM 13 Assistive Technology Implementation Plan* may be used to document this plan.

Key implementation areas are outlined on *FORM 13*:

- Tools/Strategies/Services: Specify devices, strategies, and services
- IEP Goals: Develop a system for recording AT use in IEP goals and the impact on student progress
- Specific Tasks: Define tasks supported by AT and expect student participation
- Environments: Identify where and when AT will be used, including planning for how devices will be transported to different settings
- Maintenance, Training, and Customization: Identify and assign responsibilities for upkeep, training, and device programming
- Repairs and Contingency Planning: Outline repair procedures, funding, and backup solutions (e.g., loaner device while device is being repaired)
- Person(s) Responsible: Identify the person(s) responsible for implementation. Areas may include acquisition, organization, maintenance, training, customization, and repairs

All individuals working with the student should be aware of their roles and responsibilities in supporting AT use. Ongoing training for the student, staff, and family is essential and should be tailored to each environment.

In addition to *FORM 13*, there are other tools which may be used to plan the implementation of AT. Some of these tools, such as infused skill grids and the Communication Matrix Planning Tool (part of the WVDE Communication Matrix Intervention Modules), are listed in the resources section.

As the AT implementation plan is carried out, student performance should be monitored regularly, and the plan should be adjusted as needed. Documentation of AT use and student progress is critical to ensure that the AT remains aligned with the student's needs and goals.

Conclusion: Assistive Technology - The Process Continues

Assistive technology (AT) consideration is a dynamic and continuous process that must be revisited regularly throughout a student's academic career. It is not a one-time decision, but rather an evolving practice that ensures students receive appropriate support as their needs and learning environments change. Teams should be aware of the following factors:

- Evolving Student Needs
  - As students grow, their physical, cognitive, and emotional development can alter the type or level of support they require.
  - A student who did not need AT in elementary school may require it in middle or high school due to increased curricular demands or changes in functioning.
- Increased Academic Expectations
  - As students progress, academic tasks become more demanding requiring new skills such as note-taking, research, organization, and independent learning.
  - AT tools must be reassessed to ensure they align with current academic expectations.
- Advancements in Technology
  - New tools and devices are constantly emerging that may better support a student's learning style or needs.
  - Regular reviews ensure students have access to the most effective and up-to-date solutions.

- Changes in Environments and Settings
    - Transitions between schools, classrooms, or learning formats (e.g., in-person to virtual) may require different AT supports.
    - Environmental changes can impact how well a tool works or whether it is still appropriate.
- Skill Development and Independence
    - As students become more proficient with certain tools, they may outgrow them or need more advanced options.
    - The goal is independence, and AT should be adjusted to support progress toward it.

Documentation of the student's AT use and their academic and functional progress is a critical part of the assistive technology process. Teams who stay aware of data and changes and who regularly revisit AT considerations can make certain that AT remains aligned with the student's needs. This approach supports meaningful access to and participation in learning and ensures that students have the appropriate AT to support them over time.

FORMS

FORM 1 | Assistive Technology Consideration

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Directions for completing the Assistive Technology Consideration Form:

The team should consider the student's present levels of academic achievement and functional performance and indicate any areas of concern. List any specific tasks that are difficult for the student, along with any current AT tools, strategies, accommodations, or modifications being used. The team may also review the AT Considerations Companion Guide (Appendix B) and list any new or additional items to be considered.

Mobility, Seating, and Positioning If there are concerns in this area, an AT assessment should include FORM 7 Section 1 Mobility and Positioning.	**Area of Concern**	**No Concerns**
Accesses and moves through all areas within the classroom and school.	☐	☐
Accesses transportation and recreational activities.	☐	☐
Accesses school seating without support while maintaining posture and balance.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Hand Use, Fine Motor, and Computer/Technology Access If there are concerns in this area, an AT assessment should include FORM 7 Section 2 Hand-Use and Fine Motor.	**Area of Concern**	**No Concerns**
Handles objects such as writing and eating utensils easily and successfully.	☐	☐
Completes fine motor tasks with appropriate speed and accuracy.	☐	☐
Accesses and navigates computers/devices, software, programs, and platforms.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Vision and Visual Processing If there are concerns in this area, an AT assessment should include FORM 7 Section 3 Vision and Visual Processing.	**Area of Concern**	**No Concerns**
Uses vision to access the curriculum and environment.	☐	☐
Sees and visually processes classroom materials, near and distant objects, moving objects, and visual details.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Hearing and Auditory Processing If there are concerns in this area, an AT assessment should include FORM 7 Section 4 Hearing and Auditory Processing.	**Area of Concern**	**No Concerns**
Hears and processes verbal instruction, transition alerts, school announcements, emergency alarms, and conversations with teachers and peers.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Communication If there are concerns in this area, an AT assessment should include FORM 7 Section 5 Communication.	**Area of Concern**	**No Concerns**
Uses expressive communication skills that are intelligible, functional, and at the level of their same-grade peers.	☐	☐
Understands and responds to verbal and nonverbal communication at the level of their same-grade peers.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Executive Functioning: Attention, Organization, and Self-Management If there are concerns in these areas, assessment should include FORM 7 Section 6 Executive Functioning.	**Area of Concern**	**No Concerns**
Maintains focus and attention during instruction and tasks.	☐	☐
Organizes and maintains belongings and school materials.	☐	☐
Manages time to complete tasks, understands the school schedule, and transitions smoothly.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Daily Living and Self-Help Skills If there are concerns in this area, assessment should include FORM 7 Section 7 Daily Living/Self Help.	**Area of Concern**	**No Concerns**
Manages hygiene, toileting, dressing, and eating.	☐	☐
Manages items in the environment (doors, desk and/or locker, school materials, belongings).	☐	☐
Is aware of personal and environmental safety.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Sensory Regulation If there are concerns in this area, an AT assessment should include FORM 7 Section 8 Sensory Regulation.	**Area of Concern**	**No Concerns**
Under- or over-responsive to the environment (e.g., lights, noises, clothing materials, food textures).	☐	☐
Seeks sensory input (e.g., movement to the point that learning or safety is impacted, seeks deep pressure, places objects in mouth).	☐	☐
Elopes from the classroom or away from undesired tasks.	☐	☐
Demonstrates emotional distress through tantrums, crying, or self-harm.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Curricular: Reading, Math, and Written Composition If there are concerns in these areas, assessment should include FORM 7 Section 9 Reading, Section 10 Math, and/or Section 11 Written Expression.	**Area of Concern**	**No Concerns**
Reads at the level of same-grade peers.	☐	☐
Performs in math at the level of same-grade peers.	☐	☐
Performs in written composition at the level of same grade peers.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Recreation and Leisure If there are concerns in this area, an AT assessment should include FORM 7 Section 12 Recreation and Leisure.	**Area of Concern**	**No Concerns**
Uses playground/gym equipment as appropriate for same age peers.	☐	☐
Is independent in chosen leisure activities such as reading books, creating art, playing board/video games, listening to music, playing sports, and watching videos, as appropriate for same age peers.	☐	☐
Other tasks that are difficult or impossible at the expected level of independence: Current AT, accommodations, or modifications being used in this area: New or additional tools, accommodations, modifications, strategies, and/or services to be considered:		

Vocational and Independent Functioning *(complete when secondary transition is being addressed in the IEP)* If there are concerns in this area, an AT assessment should include FORM 7 Section 13 Vocational and Independent Functioning.	**Area of Concern**	**No Concerns**
Travels independently to school/workplace if applicable.	☐	☐
Shows personal and environmental safety awareness.	☐	☐
Completes occupational/vocational tasks as compared to peers.	☐	☐
Communicates information and follows directions.	☐	☐

Other tasks that are difficult or impossible at the expected level of independence:

Current AT, accommodations, or modifications being used in this area:

New or additional tools, accommodations, modifications, strategies, and/or services to be considered:

Consideration Outcome:

_____ ☐ Assistive technology tools/strategies/services are not required.

_____ ☐ Assistive technology tools/strategies/services are required, and the current AT already in place works for the student.

_____ ☐ Assistive technology tools/strategies/services are required, and the team has decided what is needed without an assessment. List tools/strategies/services:

_____ ☐ The team needs additional information regarding AT and recommends the following (recommendations may include AT assessment or device trials):

Name	Role/Position	Name	Role/Position

*Adapted from a form developed by the Georgia Project for Assistive Technology, a project of the Georgia Department of Education, Division for Special Education Services and Support

FORM 2 | Student Information (File Review)

Date: _____

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Case Manager: _____ Phone: _____

Student's Primary Language: _____ Family's Primary Language: _____

Disability (check all that apply)			
☐	Autism	☐	Intellectual Disability
☐	Blindness and Low Vision	☐	Orthopedically Impaired
☐	Deafness	☐	Other Health Impairment
☐	Deaf/Blind	☐	Specific Learning Disability
☐	Developmental Delay	☐	Speech-Language Impairment
☐	Emotional Disturbance	☐	Traumatic Brain Injury
☐	Hard of Hearing	☐	Other:

Classroom setting (check all that apply)			
☐	General Education	☐	Intellectual Disability
☐	Special Education Part-Time	☐	Other:
☐	Special Education Self-Contained		

Related services (check all that apply)			
☐	Occupational Therapy	☐	Speech-Language Therapy
☐	Physical Therapy	☐	Other:

Medical considerations (check all that apply)			
☐	Seizure disorder	☐	Digestive problems
☐	Condition requiring daily medication	☐	Frequent fatigue or sleep disorder
☐	Frequent ear infections	☐	Degenerative medical condition
☐	Frequent upper respiratory infections	☐	Medically fragile
☐	Frequent pain	☐	Allergies:
☐	Braces or orthotics	☐	Other:

Subjects/activities for which assistive devices and adaptations are currently used (check all that apply)			
☐	Listening or hearing	☐	Art or Music
☐	Communication	☐	Technology/Computers
☐	Reading	☐	Health, Wellness, or Physical Education
☐	Writing	☐	Career/Technical
☐	Math	☐	Social Engagement
☐	English Language Arts	☐	Self-Regulation
☐	Social Studies	☐	Other:

Notes:

FORM 3 | Student Technology Use

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Current Technology Used

Educational Tools: (available to all students but essential for this student)	**Medical/Rehabilitation Tools:** (specific devices such as hearing aids or a wheelchair)	**Assistive Technology Tools/ Strategies/Services:** (include low-tech modifications and higher-tech tools)

Previous Assistive Technology

Assistive Technology Tools/Strategies/Services no longer used. Include tools, strategies, or services that the student has used in the past but no longer uses.	
Assistive Technology Tool/Strategy/Service	**Reason for discontinuing use**

FORM 4 | Environmental Observation

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Observer: _____ Date/Time of Observation: _____

Location of Observation: _____

Describe the student's environmental context: Record short responses in the space provided.

Type of setting	
Special or general education classroom	
Specialty classroom (Specify), i.e., P.E., art, music	
Therapy room (Specify)	
Other:	
Human aspects	
Number of teachers in class	
Number of aides in class	
Number of volunteers in class	
Number of students in the class	
Other:	
Spatial aspects	
Are there large open areas or small divided sections?	
How is the classroom seating arranged?	
Is the furniture sized for students?	
Are materials accessible and appropriate?	
Is special seating or positioning equipment available? If yes, describe this:	

Spatial aspects	
Does the student have a direct line of vision to instructional materials?	
Barriers to the student's participation:	

Sensory stimulation: Judge the level of sensory stimulation and record it with a check in the corresponding box. Enter comments or notes to clarify responses if needed.

		Variable, supporting task engagement (include description)	**High or potentially distracting** (include description)
Noise levels			
External or street noise	☐		
Other classrooms	☐		
Other students	☐		
Instructional media	☐		
Visual Presentation			
Lighting type:	☐		
Essential features clearly visible (exits, teachers, clocks, smart boards)	☐		
Art/decorations hanging from the ceiling?	☐		
Class schedules/assignments visible?	☐		
Light from window	☐		
Other (Specify)	☐		

Access to technology: Identify all classroom technology tools, not just those used by the target student.

Tools	Used in Classroom	Available but not used	Not available
Visual Schedules			
Digitally recorded devices			
Electronic communication devices			
Amplification devices			
Visual signaling devices			
Brailler/brailled materials			
Magnifiers			
Notetaking devices/keyboards			
Handwriting aids			
Tablet device or computer			
Word prediction applications			
Text or screen reader applications			
Electronic equipment for instruction (calculator, e-books)			
Other (specify):			

FORM 5 | Observation in Classroom/Community/Home

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Observer: _____ Date/Time of Observation: _____

Location of Observation: _____

Describe how the target student participated in comparison to the ways peers participated:

For classroom observations, describe the student's work in comparison to the work of peers:

Observed barriers to the student's participation:

FORM 6 | Interview

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Individual Interviewed: _____ Relationship to Student: _____

Individual Conducting the Interview: _____ Date: _____

Concerns

Difficult tasks

Successful solutions

Unsuccessful solutions

Other relevant information

FORM 7 | AT Expanded Content Sections

FORM 7 | Section 1 Mobility, Seating, and Positioning

This section must be completed in consultation with a physical therapist.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student is unsafe		Physical Therapist's Notes Observations within area(s) of concern.
CLASSROOM MOBILITY	Sitting in a chair	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Sitting on the floor/mat	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Transferring to the chair/ floor/mat	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Walking within the classroom *(if in a wheelchair, moving within the classroom)*	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Hanging up and taking down coat or bookbag	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
SCHOOL MOBILITY	Walking or using wheelchair in the hallway	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Going up and down stairs	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Going up and down ramps	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
TRANSPORTATION	Getting on/off the bus	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Other:	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	

Check all mobility modifications currently used:					
☐	Wheelchair	☐	Orthotics or braces	☐	Electric vehicle other than a chair
☐	Walker	☐	Tricycle	☐	Other:
☐	Cane	☐	Human guide		
☐	Gait trainer	☐	Service animal		

Seating and Positioning		
Yes	**No**	
☐	☐	Can the student sit without support or adaptation on the floor and classroom furniture?
☐	☐	Does classroom seating allow the student to both see and physically access tasks?
☐	☐	Does the student appear comfortable while sitting, without indicating discomfort?

If the answer to any of these is **NO**, complete the following section:

	Activity	**The student can complete the activity**		**The student needs *more* assistance, and/or support than their peers.**		**The student is unsafe without modification.**		**Physical Therapist's Notes** Observations within area(s) of concern.
CLASSROOM SEATING/ POSITIONING	Sits in a regular chair with feet on the floor	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Sits in an adapted classroom chair	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Sits in a custom seating system or wheelchair	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Requires alternative positioning support *(standing, reclining)*	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Hanging up and taking down coat or bookbag	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
HEAD CONTROL	The student has difficulty with head control regardless of seating choice.	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	

Check all modifications currently used and include descriptions if needed:			
☐	Classroom chair	☐	Chair with seatbelt for positioning support
☐	Adapted chair with chest harness	☐	Chair with attached tray
☐	Adaptive cushion to manage pain	☐	The student spends part of the day in a stander or on a mat
☐	Other:		

Summary of the student's abilities and concerns related to mobility, seating, and positioning:

FORM 7 | Section 2 Hand Use, Fine Motor Skills, and Technology Access

This section must be completed in consultation with an occupational therapist.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Manual Ability Provide a general assessment of overall hand function rating the student's hand use on the following manual ability scale. Circle the appropriate level.	
LEVEL 1	The student handles objects easily and successfully. At most, the student has limitations in the ease of performing manual tasks requiring speed and accuracy; however, any limitations in manual abilities do not restrict independence in daily activities.
LEVEL 2	The student handles most objects but with somewhat reduced quality and/or speed of achievement. Certain activities may be avoided or may be achieved with some difficulty, but manual abilities do not usually restrict independence in daily activities.
LEVEL 3	The student handles objects with difficulty and needs help to prepare and/or modify activities. The performance is slow and achieved with limited success regarding quality and quantity. Activities are performed independently if they have been set up or adapted.
LEVEL 4	The student handles a limited selection of easily managed objects in adapted situations. Performs parts of activities with effort and with limited success. Requires continuous support and assistance and/or adapted equipment for even partial activity achievement.
LEVEL 5	The student does not handle objects and has severely limited ability to perform simple actions. Requires total assistance.

Fine Motor/Perceptual Skills

General abilities	Frequent concern	Occasional concern	Not a concern or N/A
Arm range of motion	☐	☐	☐
Muscle tightness or abnormal muscle tone	☐	☐	☐
Does not cross midline (switches objects from hand to hand)	☐	☐	☐
Reaction time/response speed	☐	☐	☐
Weakness	☐	☐	☐
Excessive or inadequate pencil grip	☐	☐	☐

Bilateral/fine motor manipulation skills	Frequent concern	Occasional concern	Not a concern or N/A
Cutting with scissors	☐	☐	☐
Managing clothing fasteners	☐	☐	☐
Avoids/dislikes/appears to struggle with fine motor activities	☐	☐	☐
Switches hands while writing or cutting	☐	☐	☐
Holding the paper still while writing/drawing	☐	☐	☐
Using classroom tools: ruler, compass, stapler	☐	☐	☐
Picking up/manipulating small objects; frequently drops objects	☐	☐	☐
Folding paper with a definite crease	☐	☐	☐
Handling money well	☐	☐	☐
Carrying lunch tray without spilling	☐	☐	☐
Opening simple packages or containers	☐	☐	☐
Erasing without tearing paper	☐	☐	☐
Turning pages of book singly	☐	☐	☐
Difficulty with construction tasks: art/science projects	☐	☐	☐
Handwriting/printing (motor or physical aspect; not content) Complete this section when the student lacks the physical ability to write by hand at their level of reading comprehension.	Frequent concern	Occasional concern	Not a concern or N/A
Uses writing utensils to draw/write on paper	☐	☐	☐
Writing is frequently illegible	☐	☐	☐
Forms letters poorly	☐	☐	☐
Difficulty writing on a line or in designated spaces	☐	☐	☐
Letter/number size is inconsistent	☐	☐	☐
Fatigues quickly when writing	☐	☐	☐
Writing requires excessive effort or time	☐	☐	☐
Writing speed is too fast or slow	☐	☐	☐
Uses incorrect pressure on pencil/stylus when writing (too hard or too light)	☐	☐	☐
Visual perceptual/Visual motor Complete this section when the student's visual motor proficiency is below their level of reading comprehension.	Frequent concern	Occasional concern	Not a concern or N/A
Copying information from books/papers	☐	☐	☐
Copying information from the board	☐	☐	☐
Aligning vertical columns, math problems, spelling lists	☐	☐	☐
Tracing shapes and letters	☐	☐	☐
Leaving appropriate space between words	☐	☐	☐
Reverses letters/numbers	☐	☐	☐
Unable to recognize/identify shapes/letters/numbers	☐	☐	☐
Following directions involving terms such as up/down or left/right	☐	☐	☐
Cutting curves and shapes	☐	☐	☐

Visual perceptual/Visual motor Complete this section when the student's visual motor proficiency is below their level of reading comprehension.	Frequent concern	Occasional concern	Not a concern or N/A
Sloppy writing or drawing skills	☐	☐	☐

Describe the student's performance on the following tasks (if performed by the student).

Task	Independent	Describe or select from the list below:
Mouse use		☐ Unable to click on icons
		☐ Difficulty performing "click-and-drag" functions
		Describe:
10-finger typing (functional speed)		☐ One-finger typing (functional or slow)
		☐ Multi-finger typing (functional or slow)
		☐ Accidentally hits unwanted keys
		Describe:
Accesses touchscreen devices		☐ Unable to isolate a pointer finger
		☐ Drags hand or arm, causing errors
		☐ Reaction time too slow
		Describe:

Describe how any specific sensory impairments or sensitivities affect hand use:

Summary of the student's abilities and concerns related to hand use and fine motor skills:

FORM 7 | Section 3 Vision and Visual Processing:

A vision specialist should be consulted when completing this section.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Date of last vision/ophthalmological exam: _____

Were any difficulties identified? Check all that apply.	
☐	Problems with visual acuity Acuity Right: Acuity Left: Were glasses prescribed? Yes ☐ No ☐
☐	Visual Field Loss Describe:
☐	Strabismus
☐	Lazy eye/Amblyopia
☐	Uses only one eye: Right eye ☐ Left eye ☐

If there is vision loss, when was it first identified? Describe:

Basic vision abilities Check all that apply.			
☐	Maintains visual focus on a stationary object or person	☐	Able to scan an array of images or letters from left-to-right
☐	Able to maintain head control to support gaze	☐	Requires materials tilted at a certain angle
☐	Looks to right and left without moving head	☐	Requires specialized lighting
☐	Can read written text if enlarged	☐	Reliably finds a toy that has been dropped
☐	Visually recognizes people	☐	Can persist at tasks without visual fatigue

Common visual challenges Check all that apply.			
☐	Cannot focus on persons or objects	☐	Falls frequently over clearly visible objects
☐	Tilts head to look at objects or look out the corner of their eyes	☐	Attention fluctuates from moment to moment and from day to day
☐	Often stares at light sources (lights, open windows)	☐	Needs encouragement to look at an object, explore the room
☐	Scared or restless in an unfamiliar environment (e.g., shop, street, church)	☐	A moving object/person attracts more attention than a stationary one
☐	Stops activity when there is too much to look at (e.g., in a busy environment)	☐	Looks away when reaching for an object

Visual support strategies
The following have been tried (Check all that apply. Add comments for clarification.)

Strategy	Was not tried	Successful	Not successful
Reduce visual distractions in the room, such as pictures on walls, mobiles, or hanging artwork	☐	☐	☐
Magnifier *Handheld:* *Machine or device:* *App:*	☐	☐	☐
Highlighter, marker, colored template, or other self-help aid in visual tracking	☐	☐	☐
Talking apps or devices:	☐	☐	☐
Colored overlay to change the contrast between text and background	☐	☐	☐
Screen enlargement device *Recognizes letters enlarged to ____ point type on the computer screen*	☐	☐	☐
Screen reader or text-to-speech technologies *Talking calculator:* *Handheld device to read:* *Text reader:* *Other:*	☐	☐	☐
High-contrast symbols or borders	☐	☐	☐
Electric brailler or refreshable braille display	☐	☐	☐
Scanner with OCR and text reader	☐	☐	☐
CCTV with distance camera	☐	☐	☐
Other:	☐	☐	☐

Summary of the student's abilities and concerns related to vision:

FORM 7 | Section 4 Hearing and Auditory Processing

A hearing specialist should be consulted when completing this section.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Date of last audiological exam: _____ Include a current (less than one year old) audiogram.

Type of loss in Right Ear: ☐ Mixed ☐ Conductive ☐ Sensorineural

Type of loss in Left Ear: ☐ Mixed ☐ Conductive ☐ Sensorineural

Word Recognition Scores (Speech Discrimination Score): _____

Age of onset of hearing loss: _____ Age of identification of hearing loss: _____

Unaided auditory abilities

Attends to sounds

Rate the following as to how often it is a problem for the student			
General classroom function	**Frequent concern**	**Occasional concern**	**Not a concern or N/A**
Discriminates environmental vs. non-environmental sounds	☐	☐	☐
Turns toward sound	☐	☐	☐
Understands spoken words	☐	☐	☐
Understands synthesized speech	☐	☐	☐
Understands digitized speech	☐	☐	☐
Can prioritize teacher instructions in a noisy classroom environment	☐	☐	☐
Ability to look at a communicator	☐	☐	☐
Ability to attend to a communicator	☐	☐	☐

Results of Functional Listening Evaluation:

Include all modifications and equipment currently used					
Equipment/Device	**Additional information**	**Use of the equipment/device**			
		Always	**Sometimes**	**Rarely**	**Never**
Hearing aids	Type: Age of initial amplification:	☐	☐	☐	☐
Cochlear Implants	Age of initial amplification:	☐	☐	☐	☐
Telecaption decoder	Type:	☐	☐	☐	☐
Vibrotactile devices	Type(s):	☐	☐	☐	☐
Classroom amplification	Type:	☐	☐	☐	☐
TTY/TTD		☐	☐	☐	☐
Hearing assistive technology (HAT) system		☐	☐	☐	☐
Other:		☐	☐	☐	☐

Other services currently used:

Summary of the student's abilities and concerns related to hearing:

FORM 7 | Section 5 Communication

This section must be completed by or in consultation with a speech-language pathologist.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Current communication functioning (Check all that apply)

- ☐ Desires to communicate
- ☐ Initiates interaction
- ☐ Responds to communication requests
- ☐ Reads lips
- ☐ Appears frustrated with current communication functioning
- ☐ Requests clarification from communication partners ("Would you please repeat that?")
- ☐ Repairs communication breakdown (keeps trying, rephrases messages)

Receptive Language

Methods used by others to communicate with the student (Mark all that apply)			
	School	**Home**	**Community**
Body language	☐	☐	☐
Tangible symbols	☐	☐	☐
Gestures	☐	☐	☐
Oral Speech	☐	☐	☐
Cued Speech	☐	☐	☐
Picture cues	☐	☐	☐
Written messages	☐	☐	☐
Bimodal (signs and speech)	☐	☐	☐
Signed English	☐	☐	☐
Tactile (hand under hand)	☐	☐	☐
American Sign Language (ASL)	☐	☐	☐
Total Communication (signs, speech, pictures)	☐	☐	☐
Pidgin sign language	☐	☐	☐
Other:	☐	☐	☐

Current level of receptive language:
(Formal and informal test results, including test names, description, scores, and interpretation of results.)

Semantic: (Vocabulary):

Syntax: (Word order):

Morphology: (Grammar):

Pragmatics: (How language is used):

Phonology: (How sounds are produced):

Approximate receptive language level:

Summary of Receptive Language Skills:

Expressive Language

Methods used by the student to communicate with others (Mark all that apply)			
	School	**Home**	**Community**
Body language	☐	☐	☐
Gestures	☐	☐	☐
Speech	☐	☐	☐
Cued Speech	☐	☐	☐
Tangible symbols	☐	☐	☐
Picture board/book	☐	☐	☐
Speech Generating Device	☐	☐	☐
Written messages	☐	☐	☐
Bimodal (signs and speech)	☐	☐	☐
Signed English	☐	☐	☐
Tactile (hand under hand)	☐	☐	☐
American Sign Language (ASL)	☐	☐	☐
Total Communication (signs, speech, pictures)	☐	☐	☐
Pidgin sign language	☐	☐	☐
Other:	☐	☐	☐

Current communication functioning (Does the student communicate for the following purposes?)

☐ *Wants/needs – List examples:*

☐ *Social exchanges – List examples:*

☐ *Social etiquette – List examples:*

☐ *Refusals/rejection – List examples:*

☐ *Shared Information – List examples:*

Current level of expressive language

Results of the language evaluation:
(Formal and informal test results, including test names, description, scores, and interpretation of results.)

Semantic: (Vocabulary):

Syntax: (Word order):

Morphology: (Grammar):

Pragmatics: (How language is used):

Phonology: (How sounds are produced):

Language sample results:

Approximate expressive language level:

Summary of Expressive Language Skills:

Is there a discrepancy between receptive and expressive abilities?

If yes, please describe:

AAC features needed:

Type of symbols:

Size of symbols:

Size of vocabulary:

Language representation method:

Levels:

Motor planning:

Text to Speech:

Access method:

Types of messages:

Other:

Summary of student's abilities and concerns related to communication:

FORM 7 | Section 6 Executive Functioning: Attention, Organization, and Self-Management

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Rate whether characteristics are a frequent concern, occasional concern, or not a concern/NA for each area and indicate any strategies or tools that have been used.			
General classroom function	**Frequent concern**	**Occasional concern**	**Not a concern or N/A**
Follows verbal instructions	☐	☐	☐
Follows written instructions	☐	☐	☐
Follows illustrated instructions	☐	☐	☐
Follows demonstrated instructions	☐	☐	☐
Initiates task after given directions	☐	☐	☐
Sequences steps of a task	☐	☐	☐
Stays on task	☐	☐	☐
Completes tasks promptly	☐	☐	☐
Follows routines	☐	☐	☐
Demonstrates motivation for meeting expectations	☐	☐	☐
Observes safety precautions	☐	☐	☐
Appears to be in constant motion; unable to sit still for an activity	☐	☐	☐
Untidy or fails to clean area after completing a task	☐	☐	☐

Organization	Frequent concern	Occasional concern	Not a concern or N/A
Sloppy notes/messy notebooks or binders	☐	☐	☐
Loses or misplaces items (books, hats, papers, pencils)	☐	☐	☐
Cannot find work tools such as a book, scissors, or markers quickly	☐	☐	☐
Has difficulty settling down to do work	☐	☐	☐
Comes to school without homework, lunch, jacket	☐	☐	☐
Desk and/or locker are disorganized and/or messy	☐	☐	☐
Unable to find things in desk, locker, or backpack	☐	☐	☐
Difficulty gathering materials needed for routine events, like a backpack for going home	☐	☐	☐
Difficulty recalling previous information and experiences to apply to new circumstances	☐	☐	☐

Planning	Frequent concern	Occasional concern	Not a concern or N/A
Gets started with tasks in a timely manner	☐	☐	☐
Breaks a large project into smaller steps	☐	☐	☐
Checks own work for mistakes	☐	☐	☐
Easily frustrated; does not persist at challenging tasks	☐	☐	☐
Resistant to changing strategies or adapting to task challenges	☐	☐	☐
Difficulty playing games that require strategy and the ability to think ahead	☐	☐	☐
Follows a set of simple steps to meet a goal	☐	☐	☐
Sequences stories and events in the proper order	☐	☐	☐
Brainstorms to identify solutions	☐	☐	☐
Takes useful notes while learning	☐	☐	☐
Organizes notes or reviews items	☐	☐	☐
Sets goals and makes plans to achieve them	☐	☐	☐

Time Management	Frequent concern	Occasional concern	Not a concern or N/A
Arrives late	☐	☐	☐
Unaware of the passing of time/deadlines	☐	☐	☐
Estimates how long tasks will take and using that knowledge to plan	☐	☐	☐
Manages time to fit in both required tasks and activities they want to do	☐	☐	☐
Needs frequent prompting to start desk work	☐	☐	☐
Waits until the last minute to complete a long-term project	☐	☐	☐
Leaves everything for the last minute	☐	☐	☐
Unable to work at the speed of other students	☐	☐	☐

Self-Awareness	Frequent concern	Occasional concern	Not a concern or N/A
Works independently to play age-appropriate games and put together puzzles	☐	☐	☐
Gets along with others who behave differently (often with help from adults)	☐	☐	☐
Overreacts to minor disappointments	☐	☐	☐
Forgets directions	☐	☐	☐
Forgets homework or forgets to turn it in	☐	☐	☐
Forgets to do the task or chore just asked to complete	☐	☐	☐
Recognizes the negative consequences of impulsive behavior	☐	☐	☐
Has difficulty when others modify expectations or routines	☐	☐	☐
Follows safety and other general rules, even when adults are not around	☐	☐	☐
Complies with most accepted social norms (listening when others talk, using appropriate voice levels)	☐	☐	☐

Strategies used or tried			
General and Attention			
☐	Seating to promote attention/near teacher	☐	Prompting from teacher/peer buddy
☐	Dynamic seating: ball, wobble stool, chair band	☐	Apps (describe):
☐	Memory aids: planner, visuals	☐	Other:

Organization			
☐	Tabs/Post-It notes	☐	Checklists
☐	Color coded notebooks/folders	☐	Note-taking system
☐	Highlighters	☐	Supply storage caddy/bin
☐	Cloud-based or digital storage/organizers	☐	Apps (describe):
☐	Graphic Organizers	☐	Other:

Planning			
☐	Tabs/Post-It notes	☐	Seating to promote attention
☐	Study guides	☐	Dry erase calendar
☐	Graphic Organizers	☐	Habit Tracker
☐	Calendar/Planner	☐	Apps (describe):
☐	Checklists/to-do lists	☐	Other:

Time Management			
☐	Clock	☐	Adapted wearables or watches
☐	Regular Timer	☐	Timed reminder
☐	Visual Timer	☐	Apps (describe):
☐	Visual Schedule	☐	Other:

Self-Awareness			
☐	Journaling	☐	Self-regulation teaching
☐	Modify the classroom by adding physical barriers	☐	Social Stories
☐	Mindfulness activity	☐	Apps (describe):
☐	Emotions check-in or frustration thermometer	☐	Other:
☐	Visual cues/schedule		

Summary of the student's abilities and concerns related to executive functioning: attention, organization, and self-management:

FORM 7 | Section 7 Daily Living/Self-Help Skills

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

This section considers the student's performance in the learning environment, including the classroom, computer and science labs, community-based instruction sites, and any other areas for which the primary activity is instructional, including the home environment for students who receive hospital/homebound services.

Does the student demonstrate personal hygiene awareness? Yes ☐ No ☐

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists' Notes Observations within area(s) of concern.
PERSONAL HYGIENE	Manages bladder control for toileting	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Effectively uses toilet and toilet paper	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Effectively washes and dries face and hands	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Effectively uses a tissue to blow nose	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Describe any accommodation or special equipment currently used to support personal hygiene:									

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists' Notes Observations within area(s) of concern.
DRESSING	Effectively manages clothes for toileting.	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Puts on shoes (without tying)	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Fastens shoes (closes Velcro, ties laces)	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Fastens pants with a zipper	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Fastens buttons	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Zips jacket or coat	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Puts on a pull-over shirt	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Describe any accommodation or special equipment currently used to support dressing:									

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists' Notes Observations within area(s) of concern.
EATING/ MEALTIMES	Independently drinks from a cup or straw	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Independently uses a spoon and/or fork	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Opens packaged snacks	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Swallows medications	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Describe any significant feeding/swallowing concerns that are addressed in the IEP or Section 504 Plan:									
	Accommodation or special equipment currently used to support eating/mealtimes:									

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists' Notes Observations within area(s) of concern.
MANAGEMENT OF PHYSICAL OBSTACLES	Opens doors with rotary doorknobs	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Opens doors with pull/ push handles	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Closes doors	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Navigates around obstacles in hallways or classroom	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Accesses classroom materials without accommodations	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Manages desk or classroom storage	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Accommodations or special equipment currently used to support the management of physical obstacles:									

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists' Notes Observations within area(s) of concern.
SPECIAL CURRICULAR NEEDS	Uses tools or devices used by classmates (this could include tools for cooking, building, or recreation)	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Accommodations or special equipment currently used to support the management of special curricular needs:									

	Activity	The student can complete the activity		The student needs *more* assistance, cues, or time than peers.		The student moves *more* slowly than peers.		The student is uncooperative.		Therapists'/ Teachers' Notes Observations within area(s) of concern.
PERSONAL AND ENVIRONMENTAL SAFETY AWARENESS	Identifies and avoids potential hazards in the environment (sharp objects, electrical outlets, traffic)	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Understands and follows safety rules in different settings	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Remains in designated areas and does not elope	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	Yes ☐	No ☐	
	Accommodations or special equipment currently used to support the management of personal and environmental safety:									

Summary of the student's abilities and concerns related to daily living and self-help skills:

FORM 7 | Section 8 Sensory Regulation

This section should be completed in consultation with an occupational therapist.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Identify whether the following are areas of concern for the student.			
Responsiveness to environment	**Frequent concern**	**Occasional concern**	**Not a concern or N/A**
Elopes from classroom or designated area or away from undesired activities	☐	☐	☐
Easily distracted by external stimuli, such as movement or lights	☐	☐	☐
Dislikes or startled easily by loud noises or alarms	☐	☐	☐
Dislikes or avoids certain environmental textures (clothing, finger paint, clay)	☐	☐	☐
Dislikes or avoids certain food textures or temperatures	☐	☐	☐
Verbally aggressive to escape activities or situations	☐	☐	☐
Physically aggressive to escape activities or situations	☐	☐	☐
Dislikes or avoids bright lights	☐	☐	☐
Dislikes or avoids contact or touch (hug, high five)	☐	☐	☐
Demonstrates distress through crying, tantrum, or self-harm	☐	☐	☐
Appears tired or lacking motivation	☐	☐	☐
Appears lost in thought or unaware of environment	☐	☐	☐
Does not react to touch, minor scrapes or bumps, or temperature changes	☐	☐	☐
Shows minimal facial expression or display of emotion	☐	☐	☐
Is not startled by or does not respond to sudden noises like alarms or loud voices	☐	☐	☐

Sensory seeking behaviors	**Frequent concern**	**Occasional concern**	**Not a concern or N/A**
Gets out of seat seeking toys or activities unrelated to tasks	☐	☐	☐
Frequently touches objects, teachers, peers	☐	☐	☐
Seeks deep pressure such as hugs or squeezing into tight objects/areas	☐	☐	☐
Puts non-edible objects in mouth (clothing, toys, writing utensils)	☐	☐	☐
Roughhouses or is highly active during playtime (runs, jumps)	☐	☐	☐
Seeks playground equipment with high movement (slides, swing)	☐	☐	☐

Sensory strategies already used or tried (check all that apply and note results)

- ☐ Sensory Toys/Materials
  - Lights/colors
  - Noise making
  - Textures/tactile surfaces
  - Scented
  - Chewable
- ☐ Alternative seating
- ☐ Calming sounds or music
- ☐ Noise canceling headphones
- ☐ Timer
- ☐ Social Stories/Self-regulation teaching
- ☐ Weighted vest or blanket
- ☐ Fidget toys
- ☐ Swing, rocking chair, balance cushion
- ☐ Soft lighting
- ☐ Apps (describe):

- ☐ Other:

Notes

Summary of the student's abilities and concerns related to sensory regulation:

FORM 7 | Section 9 Reading

This section should be completed in consultation with the teaching content specialist for this student.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Pre-reading and reading skills related to communication (Check all that apply)		
☐ Yes	☐ No	Object/picture recognition
☐ Yes	☐ No	Symbol recognition (such as tactile, Mayer-Johnson, Symbol Stix) Number of symbols recognized:
☐ Yes	☐ No	Auditory discrimination of sounds
☐ Yes	☐ No	Auditory discrimination of words, phrases
☐ Yes	☐ No	Selects the initial letter of a word after hearing it spoken
☐ Yes	☐ No	Follows simple directions
☐ Yes	☐ No	Sight word recognition. Number of words recognized:
☐ Yes	☐ No	Recognizes environmental print
☐ Yes	☐ No	Puts two symbols or words together to express an idea

The student demonstrates the following literacy skills (check all that apply and note results)

- ☐ Engages in joint attention with adult caregivers (i.e., songs, stories, games, toys)
- ☐ Shows interest in books and stories with an adult
- ☐ Shows interest in looking at books independently
- ☐ Associates pictures with spoken words when being read to
- ☐ Realizes that text conveys meaning when being read to
- ☐ Pretends to write and "read" what he or she has written
- ☐ Recognizes own name in print
- ☐ Recognizes and reads environmental print
- ☐ When asked to spell a word, correctly identifies the first consonant but not the rest of the word
- ☐ Demonstrates sound manipulation skills, including:
  - Initial and final sounds in words
  - Initial letter names/sounds
- ☐ Prints the alphabet (if motor skills are limited, may use alternative means rather than printing)
- ☐ When asked to spell a word, correctly identifies the first and last sounds
- ☐ Applies phonics rules when attempting to decode printed words
- ☐ Blends sounds in words
- ☐ Reads and understands words in context
- ☐ Uses inventive spelling most of the time
- ☐ Uses conventional spelling most of the time
- ☐ Reads and understands sentences
- ☐ Composes sentences using nouns and verbs
- ☐ Reads fluently with expression
- ☐ Reads and understands paragraphs
- ☐ Composes meaningful paragraphs using correct syntax and punctuation

List any other reading or pre-reading skills:

Methods used for improving the student's performance (check all that apply and note results)

- ☐ Reduced amount of text on page
- ☐ Enlarged print
- ☐ Use of word wall
- ☐ Pre-teaching of concepts
- ☐ Graphics to communicate ideas
- ☐ Text revised to/presented at lower reading level
- ☐ Bold type for main ideas
- ☐ Reduced length of assignment
- ☐ Additional time
- ☐ Color overlay or colored text/background
- ☐ Spoken text to accompany print
- ☐ Increased spacing between words/lines
- ☐ Symbol supports
- ☐ Being seated where there are few distractions
- ☐ Other:

Please describe any additional non-technology-based strategies and accommodations that have been used:

Assistive technology used

The following have been tried: (check all that apply and note results)

- ☐ Highlighter, marker, template, or other self-help aid in visual tracking
- ☐ Colored overlay to change the contrast between text and background
- ☐ Tape recorder, taped text or talking books to "read along" with text
- ☐ Digital audio files (such as Mp3, iPod, phone)
- ☐ Digital video files (such as YouTube)
- ☐ Talking dictionary or talking spellchecker to pronounce single words
- ☐ Hand-held pen scanner to read difficult words and phrases
- ☐ Electronic (audio) text from
  - Internet, Publisher, Scanned text, Other:
- ☐ Electronic (audio) books from Bookshare or other source
- ☐ Other:

Explain successes or challenges with any of the above assistive technology that has been tried.

Summary of the student's abilities and concerns related to reading:

FORM 7 | Section 10 Mathematics

This section should be completed in consultation with the teaching content specialist for this student.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Difficulties the student has with mathematics (Check all that apply)	
Reading Math	
☐ Math-related language and vocabulary	☐ Math facts
☐ Money	☐ Interpreting visual representation
☐ Time	☐ Understands decimals/percentages
☐ Units of measurement	☐ Understanding math concepts such as complex numbers, fractions, charts, and graphs
Organizing Math	
☐ Understanding place value	☐ Applying the correct operational step
☐ Organizing work on a page	☐ Organizing and applying multiple steps
☐ Converting mixed numbers	☐ Applying functions and formulas
Presenting Math (Writing or using technology)	
☐ Producing legible numbers	☐ Writing simple math equations
☐ Noting points on graphs	☐ Writing complex math equations
☐ Drawing math figures	☐ Filling in numbers and data
☐ Aligning steps of a problem	☐ Other:

Assistive technology used

The following have been tried: (check all that apply and note results)

- ☐ Adapted manipulatives
- ☐ Smart chart
- ☐ Math graphic organizer
- ☐ Adapted number, shape, or fraction stamp
- ☐ Adapted timepieces
- ☐ Math-specific writing or drawing software
- ☐ Adapted measuring devices
- ☐ Digital math toolbars for writing equations
- ☐ Adapted paper
  - Enlarged paper
  - Graph paper
  - Tactile or raised line paper
- ☐ Alternate calculator
  - Talking calculator
  - Onscreen calculator
  - Large print calculator
- ☐ Virtual manipulatives
- ☐ Voice recognition for math notation
- ☐ Mathline
- ☐ Math apps or software to help visualize, script visual math concepts. List specific tools used:

Explain what worked or did not work with any of the above assistive technology that has been tried.

Summary of the student's abilities and concerns related to math:

FORM 7 | Section 11 Written Expression

This section should be completed in consultation with the teaching content specialist for this student.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Complete this section if the student cannot complete written work commensurate with their reading and/or language levels. Because writing skills are closely related to reading and language, writing ability will not surpass the student's proficiency in these areas. Consider Reading (Section 9) and Communication (Section 5) when completing this section. Complete Section 2 Hand Use and Fine Motor Skills if the writing difficulty is due to a physical or motor issue.

Is the student making use of a scribe? Yes ☐ No ☐

What are the current expectations for written expression?

Current Writing Ability: (Check all that apply)	
☐ Prints name	☐ Copies words independently
☐ Writes a few recognizable letters	☐ Writes words from memory independently
☐ Writes alphabet legibly [upper case] from memory	☐ Copies phrases/sentences independently
☐ Writes alphabet legibly [lower case] from memory	☐ Writes phrases/sentences independently
☐ Writes dictated sentences	☐ Mentally composes and writes paragraphs independently

Current Keyboard Ability: (Check all that apply)	
☐ Keyboards alphabet from memory	☐ Keyboards phrases/sentences independently
☐ Keyboards sentence from a book	☐ Keyboards paragraphs independently
☐ Keyboards dictated sentence	☐ Keyboards grammatically correct sentences independently
☐ Keyboards words independently	

Assistive Technology Currently Used for Writing : (Check all that apply)	
☐ "Smart" writing tools such as LivePen (describe):	☐ Computers and accessibility features (describe):
☐ Adapted papers	☐ Scanned worksheets (describe):
☐ Writing templates	☐ Other:
☐ Adapted/portable keyboards (describe):	

Summary of the student's abilities and concerns related to written expression:

FORM 7 | Section 12 Recreation and Leisure

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Student's ability to access toys and leisure equipment when compared to peers (check all that apply)

- ☐ Independently accesses activities requiring fine motor skills such as coloring, puzzles, board games, or blocks.
- ☐ Independently accesses playground equipment.
- ☐ Independently participates in activities such as running, jumping, tag, or catching/throwing a ball.
- ☐ Independently accesses electronics such as tablets or computers for entertainment purposes.
- ☐ Independently accesses books for personal reading.

List the student's preferred activities and ability to access/participate:

Student's ability to participate in shared activities when compared to peers (check all that apply)

- ☐ Initiates play
- ☐ Invites peers to participate in shared activities
- ☐ Takes turns
- ☐ Shares games and toys
- ☐ Follows rules for game play
- ☐ Communicates with peers during activities or play

List any comments or concerns regarding the student's participation in shared activities:

Identify any assistive technology already being used: (Check all that apply)	
☐ Adapted toys:	☐ Adapted pencils/crayons:
☐ Sensory toys:	☐ Tablet or computer:
☐ Adapted books:	☐ Stylus or other access method:
☐ Adapted games:	☐ Other:
Comments:	

Summary of the student's abilities and concerns related to recreation and leisure:

FORM 7 | Section 13 Vocational and Independent Functioning

Complete if secondary transition is being addressed at the student's IEP meeting.

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Student's ability to use transportation to educational or job setting:

- ☐ Uses public transportation independently
- ☐ Has a driver's license and uses personal vehicle
- ☐ Demonstrates ability to navigate route and allows time for delays
- ☐ Uses navigation software on personal device or vehicle
- ☐ Purchases and uses tickets/fares for public transportation
- ☐ Understands public transportation schedule and bus/train stops
- ☐ Independently uses ride service (e.g., Uber, taxi)

Comments:

Student's personal and environmental safety awareness:

- ☐ Understands and follows safety rules and procedures
- ☐ Identifies potential hazards
- ☐ Reports or mitigates unsafe working conditions or hazards
- ☐ Performs work safely
- ☐ Avoids putting self or others at risk

Comments:

Student's ability to complete job or education related tasks:

- ☐ Accesses materials needed to complete tasks or activities
- ☐ Communicates with peers, co-workers, and supervisors
- ☐ Manages time and schedule
- ☐ Completes tasks within the required time limit
- ☐ Stays on task without supervision
- ☐ Requests assistance when needed

List any assistive technology currently being used in the area of vocational and independent functioning:

Comments:

Summary of the student's abilities and concerns related to vocational and independent functioning:

FORM 8 | Formal/Informal Assessments

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

☐ All needed information is available (Go to FORM 10 Trial Use Guide and/or FORM 12 Recommendations)
☐ Additional information is needed (Complete the following chart)

Information Needed	Formal/Informal Assessment to be completed	Individual Responsible	Results

FORM 9 | AT Solutions

Student: _____ Date of Birth: _____

Problem Identification (Summarize information from Step 1 and 2 here)		
Student Abilities/Difficulties	**Environmental Considerations**	**Tasks**
Sensory Considerations		**Narrowing the Focus**

Solution Generation and Selection	
Solution Generation (Record all possible solutions) **Tools/Strategies/Services**	**Solution Selection** (Record selected potential solutions and note if a trial is recommended) **Tools/Strategies/Services**

FORM 9 | EXAMPLE: FORM 9 AT Solutions

Student: _____ Date of Birth: _____

Problem Identification (Summarize information from Step 1 and 2 here)		
Student Abilities/Difficulties	**Environmental Considerations**	**Tasks**
• Writing/use of hands • Communication • Reading/academics • Mobility • Vision • Hearing • Behavior • Other	• Classroom • Playground • Lunchroom • Home Used in each: • Technology equipment available • Room arrangement, lighting • Sound • Activities	• Produce legible written material • Produce audible speech • Read text • Complete math problems • Participate in recreation/leisure activities • Move independently in the school environment
Sensory Considerations		**Narrowing the Focus**
Vision/Hearing		i.e., Specific difficulty/task identified for solution generation

Solution Generation and Selection	
Solution Generation (Record all possible solutions) **Tools/Strategies/Services**	**Solution Selection** (Record selected potential solutions and note if a trial is recommended) **Tools/Strategies/Services**
• Brainstorming only • No decision	• Discuss and Select Idea from Solution Generation • Indicate any areas where trials are needed

FORM 10 | Assistive Technology Trial Use Guide

Student: _____ Date of Birth: _____ WVEIS: _____

School/Agency: _____ Grade/Placement: _____

Contact Person(s): _____

School/Agency Phone: _____

School/Agency Address: _____

Person(s) Completing Form: _____

The goal for AT use: _____

Acquisition source(s)	Person responsible	Date received	Date returned

Person(s) primarily responsible for teaching/learning to operate this AT:

Training				
Person(s) to be trained	**Training required**	**Trainer**	**Date initiated**	**Date completed**

Management/Support		
Location(s)	**Support to be provided** (e.g., set up, troubleshoot, recharge, program)	**Person responsible**

Student Use				
Date	**Time used**	**Location**	**Task(s)**	**Outcome(s)** (including data)

FORM 11 | Family/School Personnel Trial Use Feedback

Student: _____ Setting: _____ Date: _____

Assistive Technology: _____

Person Completing Form: _____

Identified Measurable Goal for Assistive Technology (AT) Trial: _____

_____

Number of times you documented the student AT use: _____

Briefly describe how the student used it: _____

Did you take the data? Yes ☐ No ☐

Please rate the following statements from 1: Strongly Disagree to 5: Strongly Agree or Not applicable:						
	1 Strongly Disagree	**2 Disagree**	**3 Neither agree nor disagree**	**4 Agree**	**5 Strongly Agree**	**N/A**
I saw the AT used enough to provide feedback.	☐	☐	☐	☐	☐	☐
I was comfortable using the AT.	☐	☐	☐	☐	☐	☐
I saw improvement in the student's independence and performance using the AT.	☐	☐	☐	☐	☐	☐
The student appeared to like the AT.	☐	☐	☐	☐	☐	☐
The AT is useful in this setting.	☐	☐	☐	☐	☐	☐
I like this AT.	☐	☐	☐	☐	☐	☐

What did you like or dislike about the AT?

What concerns or questions do you have about the AT?

What additional training or supports do you need?

FORM 12 | Assistive Technology Recommendations

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

Solution Generation (This section can be copied from Form 9)

Final recommendations
Tools: Services: Strategies:

FORM 13 | Assistive Technology Implementation Plan

Student: _____ Date of Birth: _____ Age: _____

WVEIS: _____ LEA: _____

School: _____ Grade: _____

AT Tool/Strategy/Service:

IEP Goal	Specific Tasks	Environments	Maintenance, Training, and Customization	Repairs and Contingency Planning	Person(s) Responsible

AT Tool/Strategy/Service:

IEP Goal	Specific Tasks	Environments	Maintenance, Training, and Customization	Repairs and Contingency Planning	Person(s) Responsible

AT Tool/Strategy/Service:

IEP Goal	Specific Tasks	Environments	Maintenance, Training, and Customization	Repairs and Contingency Planning	Person(s) Responsible

APPENDICES

Appendix A: School District/Local Education Agency (LEA) Assistive Technology Requirements

According to the IDEA, the IEP Team must consider a student's need for assistive technology (AT) as part of the "Consideration of Special Factors" during the development, review, or revision of an IEP. If the IEP Team determines that AT devices or services are necessary for the student to receive a Free Appropriate Public Education (FAPE), the local education agency (LEA) is required to provide and fully fund the devices and/or services.

The need for AT must be determined on a case-by-case basis and may be included in the IEP under special education services, related services, or supplementary aids and services to support the student in the least restrictive environment. If AT use at home is necessary for the student to benefit from their education, the LEA must also provide the device for home use. Decisions regarding the use of AT in settings outside of school are made by the IEP Team.

Although LEAs may seek alternative funding sources to offset costs, they may not require parents to file insurance claims nor condition the provision of AT on such claims.

LEA Responsibilities

To effectively support IEP Teams in selecting and implementing appropriate AT, LEAs must establish a knowledgeable and collaborative infrastructure. This includes the following:

- **Awareness Across Staff:** All personnel working with students with disabilities, including general education teachers, should have a foundational understanding of AT and its educational benefits.
- **Informed Communication:** Staff who interact with families must understand AT-related legal requirements, LEA procedures for evaluations and procurement, and how to initiate those processes.
- **Administrative Leadership:** Administrators must be well-versed in AT laws and ensure that AT options are accessible in all learning environments.
- **Designated AT Roles:** Specific individuals at both the school and district levels should be assigned AT responsibilities and provided with the necessary training, resources, and support.

Every IEP Team should include at least one member with sufficient AT knowledge and access to additional expertise when needed. This is only achievable through a district-wide commitment to building and maintaining a connected network of trained professionals.

Even in small districts, at least one staff member per building should be trained in basic AT knowledge. Ideally, individuals will develop specialized expertise in areas such as augmentative communication, voice recognition, or adaptive computer access. These specialists can form a district-wide network to promote collaboration and ensure comprehensive AT support.

LEA-Level Procedures

If a LEA lacks established procedures for assistive technology, it should implement a structured, student-centered approach tailored to meet the needs of students with disabilities. Such an approach includes:

- **Awareness Training:** Provide basic training on AT for all staff who work with students with disabilities, with clear expectations for implementation.
- **Legal Compliance:** Train all administrators on AT-related legal requirements and monitor adherence.
- **Designated Leadership:** Assign individuals at both the LEA and school levels to develop deeper AT expertise and coordinate efforts.
- **Collaborative Learning Communities:** Foster ongoing collaboration among general education, special education, curriculum, and instructional technology staff to support inclusive instruction.
- **Resource Accessibility:** Ensure staff have access to current information, equipment, software, print and digital resources, and ongoing training.
- **Clear Roles and Responsibilities:** Define and communicate specific AT-related responsibilities to ensure accountability and clarity.

Appendix B: AT Consideration Companion Guide

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This is not an exhaustive list of all available AT, accommodations, modifications, or strategies. All decisions must be based on students' individual needs.

Area of Consideration	Possible Accommodations, Modifications, and Strategies	Possible Assistive Technology
Mobility and Positioning	• Preferential seating • Alteration of environment • Modified schedule • Ergonomic seating and positioning • Multiple seating options • Wheelchair accessible environment	• Alternative seating • Positioning aides (stander, footrest) • Adapted desks or tables • Lift for transfers • Mounting system • Walker • Crutches/canes • Wheelchair support accessories
Hand Use, Fine Motor, and Computer Access	• Reduce tasks or assignments • Model appropriate skills • Allow breaks • Extended time • Copy of notes • Scribe	• Adapted writing utensils • Adapted eating utensils • Adapted fasteners • Adapted scissors • Universal cuffs • Slant board • Speech to text • Pencil grip • Adapted paper • Touchscreen • Stylus • Adapted keyboard/mouse
Vision and Visual Processing	• Preferential seating • Extended time • Breaks • Modify/repeat/model directions • Shorten tasks or assignments • Large print • Digital test and books • Reduce visual distractions • Appropriate lighting	• Tracking aids and masking • Adapted paper • Screen magnification • CCTV • Low vision aids • Text to speech • Screen reader • Voice recognition software • Voice recording • Positioning aids • Braille notetaker

Area of Consideration	Possible Accommodations, Modifications, and Strategies	Possible Assistive Technology
Hearing and Auditory Processing	• Preferential seating • Copy of notes • Interpreter • Modify/repeat/model directions • Peer note-taker • Written text/outline of lecture	• Hearing Assistive Technology (HAT) system • Alerting devices or software • Telecommunication devices or software • Closed captioning • Webcam/video calling • Note-taking devices or software • Smartpen • Real time captioning
Communication	• Prompting and redirection • Interpreter • Preferential seating • Model use of communication device • Modify/repeat/model directions • Engineer environment with core/target vocabulary	• Augmentative and Alternative Communication (AAC) • Dynamic AAC device or app • Mid-tech voice output • Printed core and fringe vocabulary • Tactile symbols • Single message switches
Executive Functioning	• Allow breaks or movement • Extended time • Word bank • Reduced answer choices or assignments • Cues for transition during the day • Modify/repeat/model directions • Emotion/frustration check-in	• Note-taking software • Calendars and reminders • Focus apps • Visual or digital timer • Alternative/dynamic seating • Visual schedule or supports • Desk or locker organizer
Daily Living/Self-Help	• Shorten tasks • Extended time • Model appropriate skills • Needed items within reach	• Visual schedule/supports • Visual or digital timer • Reminder app or wearable device • Adapted utensils (universal cuff, weighted) • Adapted equipment (toilet seat, changing table)
Sensory Regulation	• Preferential seating • Movement breaks • Access to sensory/calm area • Cues for transition • Shorten tasks or assignments • Modify/repeat/model directions • Alter physical environment • Modify schedule	• Visual schedule • Calming sounds/music • Alternative seating • Sensory regulating items • Timers • Sensory toys/materials • Toys/tools for chewing
Reading	• Extended time • Read aloud • Vocabulary list • Graphic organizer • Lower text complexity	• Text to speech • Audio book • Digital book • Tracking aids/masking

Area of Consideration	Possible Accommodations, Modifications, and Strategies	Possible Assistive Technology
Math	• Extended time • Breaks • Shorten task • Scratch paper • Answers recorded or transferred	• Calculator • Adapted paper • Manipulatives • Speech to text • Equation builder • Voice recording • Talking measuring tools
Written Expression	• Alternative assignment • Word bank • Sentence starter • Graphic organizer	• Speech to text • Word processing software • Word prediction • Spell/grammar check • Voice recording
Recreation and Leisure	• Change complexity of task • Model appropriate skills • Modify games and activities	• Visual supports • Adapted toys/games • Adapted books • Sensory supports • Environmental controls • Adapted pencils/crayons
Vocational and Independent Functioning	• Break tasks into smaller segments • Picture task analysis • Task and material modifications • Verbal and/or visual cues • Modeling • Orientation to unfamiliar environments • Model the end product	• Watch, timer, or alarm • Sensory support • Visual schedule or daily planner • AAC solutions • Accessibility features for computers/ tablets • Devices, software, or apps • Visual supports for tasks

Appendix C: Assistive Technology Teams

Each local education agency (LEA) is responsible for ensuring compliance with IDEA's requirements for the consideration and provision of assistive technology. Typically, AT assessments are conducted by a designated AT team, whose structure and role may vary depending on the LEA's policies and available resources. In cases where internal capacity is limited, LEAs may contract with private providers to fulfill AT assessment obligations at the LEA's expense.

Common models of AT teams include:

- **IEP Team Model:** The IEP Team conducts the AT assessment as part of the IEP process.
- **AT Team Model:** A specialized team with AT expertise performs the assessment.
- **Consultant Model:** External AT consultants support the assessment process.

These three models are discussed below.

IEP Team Model

In this model, the IEP Team (comprised of individuals familiar with the student, curriculum, and learning environment) initiates and participates in the assistive technology (AT) assessment process. Team members may include:

- Parents/guardians
- General education teacher
- Special education teacher
- Related service provider(s)
- Special education diagnostician
- School psychologist
- LEA representative

The IEP Team may conduct the AT assessment if AT expertise exists within the team. If not, the IEP Team should remain actively involved throughout the assessment process, collaborating with the LEA's AT team or contracted evaluators as needed.

Advantages:

- The team is familiar with the student's strengths, needs, and educational context.
- There are existing relationships with the family and school staff.
- The IEP team has a direct responsibility for AT consideration under IDEA.

Challenges:

- No requirement for AT-specific expertise within the team.
- General and special educators may need additional training regarding AT laws, procedures, and evaluation practices.

AT Team Model

In this model, the composition and structure of the AT team may vary based on the LEA's AT plan and may operate at either the school or district level. Team members may include:

- AT specialists
- Administrators
- Technology specialists
- Speech-language pathologists
- Occupational therapists
- Physical therapists
- Educators for students who are deaf/hard of hearing or visually impaired
- Special educators

The AT team is responsible for receiving referrals, conducting evaluations, facilitating AT trials, and procuring selected devices. Collaboration with the IEP team, including families, is essential throughout the process to ensure the chosen technology effectively meets the student's needs. After the selection of AT, the AT team provides ongoing support through training and technical assistance for students, families, and staff.

Advantages:

- Team members have specialized expertise in assistive technology.
- The team can support multiple IEP teams and students.
- Established procedures and access to a range of tools enhance evaluation quality.

Challenge:

- Effective team function may be hindered without clear roles, responsibilities, and team-building efforts.

Consultant Model

In this model, an AT specialist, either an LEA employee or a contracted provider, guides the AT assessment process. While the consultant may interact directly with the student during evaluations, their primary role is to advise the AT or IEP team as they complete the assessment. Typically, one or two consultants may serve the entire district, reviewing assessment data and recommending appropriate AT solutions.

Advantage:

- Consultants build team capacity by modeling best practices and guiding teams through the assessment process.

Challenge:

- The consultant's availability may be limited, as they often support multiple teams across the LEA.

Ideally, the AT assessment team includes the student's IEP team, supported by individuals with AT expertise and district technology staff. However, access to these resources may vary by district.

Team Building Best Practices

Establishing an effective AT team requires intentional planning and alignment with evidence-based frameworks. Using High-Leverage Practices (HLPs) and the Interprofessional Education Collaborative (IPEC) Core Competencies can strengthen team function from the outset.

High-Leverage Practices (from the CEEDAR Center, University of Florida)

HLPs are foundational teaching practices that improve student outcomes and are applicable across settings. They fall into four key domains:

- **Collaboration:** Foster a shared vision, mutual goals, and a sense of community. Define roles, set expectations, and use active listening to resolve conflicts.
- **Assessment:** Use data to inform decisions and adjust practices to support student success.
- **Social/Behavior:** Create a respectful, organized, and supportive environment.
- **Instruction:** Deliver strategic, adaptable instruction tailored to student needs.

Effective AT teams incorporate all four domains, using structured meeting protocols (e.g., agendas, assigned roles such as scribe or timekeeper) to stay focused and productive.

IPEC Core Competencies for Interprofessional Teams

Awareness of the IPEC Core Competencies for Interprofessional Teams can help ensure that teams operate effectively:

- **Values/Ethics:** Promote mutual respect and shared values.
- **Roles/Responsibilities:** Understand and integrate the expertise of all team members.
- **Interprofessional Communication:** Communicate clearly, responsively, and respectfully.
- **Teams and Teamwork:** Apply principles of team dynamics and relationship-building.

Practical Considerations

With various members and schedules, it can be challenging to coordinate AT team meetings. Tools such as Microsoft Teams offer secure, flexible solutions for virtual collaboration. Documentation can be collected in shared folders or Microsoft Teams files, ensuring that all team members have access to up-to-date information.

Appendix D: AT Assessment Report Sample Template

Assistive Technology Assessment Report

Student's Name: _____ WVEIS Number: _____

Parent Name: _____ Diagnosis: _____

Address: _____

Primary Disability: _____ Age: _____ Date of Birth: _____

Report Date: _____ LEA: _____

School: _____

Step 1 Consideration

Reason for Referral

The student's IEP Team/MDET determined that an Assistive Technology assessment was necessary based on the information below:

Step 2a AT Assessment (File Review)

Student Information

(Summarize information from FORM 2 Student Information.)

Student Technology Use

(Summarize information from FORM 3 Student Technology Use.)

Step 2b AT Assessment (Observations and Interview)

Environmental Observations

(Describe the student's environmental context based on the information from FORM 4 Environmental Observation.)

Classroom/Community/Home Observations

(Describe and/or summarize the observations completed using FORM 5 Observation in Classroom/Community/Home.)

Interviews

(Describe and/or summarize the interview completed using FORM 6 Interview.)

Step 2c AT Assessment (Formal and Informal Assessment)

Assistive Technology Assessment: Expanded Content

(Summarize the information on the FORM 7 Expanded Content Sections under the appropriate section header(s) below. Include the test name, description, score, and interpretation of the results for all formal tests administered. Describe informal assessment tasks and include data. Delete any areas that are not applicable.)

Mobility, Seating, and Positioning

Hand-use, Fine Motor Skills, and Computer/Technology Access

Vision and Visual Processing

Hearing and Auditory Processing

Communication

Executive Functioning: Attention, Organization, and Self-Management

Daily Living/Self-Help Skills

Sensory Regulation

Reading

Mathematics

Written Productivity

Recreation and Leisure

Vocational and Independent Functioning

Step 3 Solution Generation

Task	**Solution selection**	**Trial needed** (Yes/No)
		Yes ☐ No ☐
		Yes ☐ No ☐
		Yes ☐ No ☐
		Yes ☐ No ☐

Trials

(Copy trial use information from FORM 10 Trial Use Guide and FORM 11 Family/School Personnel Trial Use Feedback)

AT trialed	Date	Time used	Location	Task(s)	Outcome(s) (including data)

Summary and Recommendations

(Copy recommendations from FORM 12 AT Recommendations)

Step 3 Solution Generation

Name	Role/Position	Name	Role/Position

Appendix E: AAC Assessment

Augmentative and Alternative Communication (AAC) evaluations are a type of assistive technology service typically conducted by a speech-language pathologist. WVBE Policy 2419 requires that AAC evaluations be completed for students for whom verbal communication is not effective: "When verbal communication is not an effective means of communication for the student, the student must receive an Augmentative/ Alternative Communication Evaluation to determine the need for an alternative means of communication. All available means of communicating within the student's ability level must be considered. This may include verbal, manual, pictorial, or electronic modes of communication."

The American Speech-Language-Hearing Association (ASHA) Roles and Responsibilities of School Based SLPs document states that the school-based SLP should:

- Consider the student's need for AT, including AAC
- Request, coordinate, or conduct a transdisciplinary AAC evaluation within the student's natural environment and educational setting that includes both the student and their caregiver(s)
- Provide trial periods with AAC systems and collect data
- Provide a variety of multimodal supports (no-tech/rapid access, low-tech/light-tech, and high-tech) to allow the student to communicate across various environments in the school setting

There are two generally accepted models of AAC assessment: the Participation Model and the Feature Match Model.

AAC Assessment Models

- **Participation Model** (Beukelman and Light, 2020): Focuses on identifying and addressing opportunity (external) and access (individual) barriers to AAC use. Opportunity barriers include policy, practice, facilitator skills, knowledge, and attitudes. Access barriers relate to the user's motor, cognitive, and sensory abilities.
- **Feature Match Model** (Glennen and DeCoste, 1996): Emphasizes aligning an individual's unique communication needs and abilities with specific AAC system features, such as symbol type, vocabulary, device size, portability, and cost.

Assessment Components

The specific areas to assess during an AAC assessment must be determined on an individual basis. According to the ASHA Practice Portal (2005), an AAC Assessment may include the following:

Case History

- Medical status and history; educational, occupational, and linguistic backgrounds
- History and current use of AAC systems, including motivation to use AAC
- Prognosis and potential for disease progression, when applicable

Ecological Inventory

- Current communication skills and needs across environments and in relation to peers

Self-Report

- Functional communication successes and difficulties, and impact on the individual and family
- Contexts of concern (e.g., social interactions, work activities) and languages used
- Individual's goals and preferences

Sensory and Motor Status

- Vision—ability to see symbols/text on the AAC system
- Physical/motor status—means of access to the AAC system (positioning, fine motor, gross motor)
- Integrated sensory system—ability to regulate and ready the body for communication

Hearing Screening

- Pass or fail screening to determine if referral to an audiologist is warranted

Speech Sound Assessment

- Ability to produce speech sounds, identification of errors sounds, stimulability for sounds

Expressive and Receptive Language Assessment – An assessment of what the student can communicate and what he or she can understand, including

- Current means of communication, intent, and effectiveness (verbal and nonverbal)
- Vocabulary and word types used and understood
- Word combinations and grammatical forms used and understood
- Ability to follow commands, respond to yes/no questions, and correctly point to objects/pictures/words given auditory stimulus

Written Language Assessment

- Reading and writing abilities

Social Communication Assessment

- Ability to use communication to interact with others

Cognitive Communication Assessment

- Memory, attention, problem-solving, and executive skills in the context of functional AAC use

Symbol Assessment - Ability to use various symbol features to meet current and future communication needs, including

- Type of symbol (e.g., objects, pictures, letters, printed text)
- Symbol size
- Field size (e.g., number of symbols in a display)
- Organization of display

Feature-Matching Assessment – Matching device features to individual skills and needs, which may include:

- Capacity for a range of communication functions
- Capacity for use in varying environments and with different partners
- Ability to allow written communication
- Type and number of symbols
- Type of display and display features (e.g., color vs. black and white, static vs. dynamic, hybrid)
- Input type (i.e., direct vs. indirect selection)
- Output (i.e., type of speech, voice)
- Options for physical positioning and need for accessories (e.g., mounts or switches)
- Portability
- Capability to be modified to allow for changes in abilities and needs
- AAC user preference
- Ability to motivate use by an individual
- Affordability and ease of maintenance

Contextual Facilitators and Barriers

- Facilitators
  - Ability and willingness to use AAC systems
  - Family support
  - Motivation to communicate
  - Technological knowledge/abilities of the user and family
- Barriers
  - Reduced confidence in communication
  - Cognitive deficits
  - Visual and motor impairments
  - Lack of acceptance of disability and/or AAC use
  - Limitations in the capability of the AAC system
  - Seating and positioning limitations across environments

Minimum Required Components of an AAC Assessment

- Background information (hearing, vision, motor skills)
- Identification of communication needs
- Observation of the student in multiple environments
- Speech and language assessment
- Access method assessment
- Identification of features needed in the AAC System

The following table lists the minimum required components of an AAC assessment with the procedure, test, or tool that the evaluator may use for each. It also includes resources for locating/borrowing tests and tools, and it links each step to the AT assessment process and the documentation forms contained in this document.

AAC Assessment Component	Procedure, Tool, or Test	Where to obtain tests/ tools	Corresponding Form(s)
Gather background information	• File review • Interview of family and/or teachers		• FORM 2 Student Information • FORM 3 Student Technology Use • FORM 6 Interview • FORM 7 Expanded Content Sections
Identification of communication needs	• Background information • Interview and observation • Assessment tools such as • Social Networks by Sara Blackstone	https://www.attainmentcompany.com/social-networks-package	• FORM 2 Student Information • FORM 3 Student Technology Use • FORM 4 Environmental Observation • FORM 5 Observation in Classroom/ Community/ Home • FORM 6 Interview • FORM 7 Expanded Content Sections
Observation of student	• Observation in natural situations		• FORM 4 Environmental Observation • FORM 5 Observation in Classroom/ Community/ Home • FORM 6 Interview
Speech and language assessment	One or more of the following: • *Communication Matrix* – Expressive Communication • *MacArthur Bates Communicative Development Inventories* • *EASIC 3* – Receptive and Expressive Language • *TECEL* – Receptive and Expressive Communication • *TACL-4* – Receptive Language Skills • *REEL-4* – Receptive and Expressive Language Inventory	https://www.communicationmatrix.org/ https://mb-cdi.stanford.edu/index.html WVDE/DRS Lending Library: https:/wvdedrslendinglibrary.myturn.com/library/?defaultPage=true TECEL also available at WVU Salad Lab: https://medicine.hsc.wvu.edu/communications-sciences-and-disorders/research/school-age-language-acquisition-and-disorders-lab/wv-slp-resource-library-and-transcription-analysis/	• FORM 7 Expanded Content Sections • FORM 8 Formal/Informal Assessment

AAC Assessment Component	Procedure, Tool, or Test	Where to obtain tests/ tools	Corresponding Form(s)
Speech and language assessment, continued	Or adaptation of a traditional norm-referenced standardized test: • *PLS-5 – Preschool Language Scales* • *PPVT-4 - Peabody Picture Vocabulary Test* • *CELF Preschool* – Receptive and Expressive Language • *CELF-5* – Receptive and Expressive Language Or Developmental Scales	WVDE/DRS Lending Library: *https://wvdedrslendinglibrary.myturn.com/library/?defaultPage=true* WVU Salad Lab: *https://medicine.hsc.wvu.edu/communications-sciences-and-disorders/research/school-age-language-acquisition-and-disorders-lab/wv-slp-resource-library-and-transcription-analysis/*	
Determine the symbol type and layout	• *TASP* - Test of Aided Symbol Performance • *AAC Evaluation Genie* • Trial and error	*https://us.tobiidynavox.com/products/tasp* *https://apps.apple.com/us/app/aac-evaluation-genie/id541418407* iPad with AAC Evaluation Genie: *https://wvdedrslendinglibrary.myturn.com/library/?defaultPage=true*	• FORM 7 Expanded Content Sections • FORM 8 Formal/Informal Assessments
Access assessment (SLP and OT or PT if possible)	• Direct selection with hand, eyes, pointer • Adaptations necessary such as keyguard • Auditory or visual scanning		• FORM 7 Expanded Content Sections • FORM 8 Formal/Informal Assessment
Identification of features needed	• Interview • Observation • Results of assessment		• FORM 2 Student Information • FORM 3 Student Technology Use • FORM 4 Environmental Observation • FORM 5 Observation in Classroom/ Community/ Home • FORM 6 Interview • FORM 7 Expanded Content Sections

Appendix F: AT, AAC, and Autism

An estimated 25% to 35% of autistic individuals are non-speaking or minimally speaking (Rose et al., 2016). For these individuals, the use of Augmentative and Alternative Communication (AAC) is an evidence-based intervention. Many methods of AAC fall under the broad category of assistive technology (AT).

According to the American Speech-Language-Hearing Association (ASHA, 2025), autistic individuals can use multiple modes of communication, including gestures, sign language, and speech generating devices (SGD). Research supports the use of AAC systems incorporating symbols, SGDs, visual scene displays, and mobile apps. The use of symbols has been shown to support receptive language development in autistic individuals (Bryant et al., 2024). Communication partner strategies, such as aided language modeling and responsiveness to all communication forms, are also evidence-based practices that enhance AAC effectiveness.

AAC evaluations, a subset of AT assessments, help determine the most appropriate communication tools for each individual. However, since autistic individuals may have diverse needs, comprehensive AT evaluations across multiple domains may be necessary in addition to AAC assessment.

References:

American Speech-Language-Hearing Association. *Autism Spectrum Disorder*. ASHA Practice Portal. Accessed September 2025.

Bryant, Lucy, Caroline Bowen, Rachel Grove, Gaenor Dixon, Katharine Beals, Howard Shane, Bronwyn Hemsley, et al. "Systematic Review of Interventions Based on Gestalt Language Processing and Natural Language Acquisition (GLP/NLA): Clinical Implications of Absence of Evidence and Cautions for Clinicians and Parents." *Current Developmental Disorders Reports*, vol. 12, no. 2, 2024, pp. 1-14.

Rose, Virginia, D. Trembath, D. Keen, and J. Paynter. "The Proportion of Minimally Verbal Children with Autism Spectrum Disorder in a Community-Based Early Intervention Programme." *Journal of Intellectual Disability Research*, vol. 60, no. 5, 2016, pp. 464–477. https://doi.org/10.1111/jir.12284

Appendix G: AT for Specific Learning Disabilities

Dyslexia

WVBE Policy 2419 defines dyslexia as "an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning."

Assistive technology (AT) can play a vital role in supporting students with dyslexia by addressing barriers to reading, writing, and academic participation.

A comprehensive evaluation for a suspected specific learning disability in reading, including dyslexia, may include the following components:

- **Background Information:** Birth, developmental, family, and educational history; risk factors; early literacy screening; hearing and vision screenings
- **Instructional Response Data:** Valid progress monitoring data showing response to tiered interventions delivered with fidelity
- **Targeted Assessments:**
  - Phonological processing
  - Word reading
  - Oral reading fluency
  - Spelling/encoding
  - Reading comprehension*
  - Written expression*
  - Speech and language**
  - Mathematics**
  - Additional assessments as needed (e.g., cognitive, behavioral, OT, PT)

    * Secondary academic areas often impacted by dyslexia

    ** Supplemental areas needed to inform a comprehensive intervention plan

Assistive technology should be considered as part of the evaluation and intervention process to support access to curriculum and skill development.

Assistive Technology for Specific Learning Disabilities

Assistive technology (AT) can significantly support students with specific learning disabilities by enhancing access to reading, writing, and learning tasks. Key AT tools include:

- **Text-to-Speech (TTS):** Converts written text into spoken words, helping reduce reading fatigue and improve comprehension for students with dyslexia
- **Speech-to-Text (STT):** Transcribes spoken language into written text, simplifying writing tasks and supporting students with written expression challenges
- **Word Prediction Software:** Suggests words and phrases during typing, which assists with spelling, word retrieval, and writing fluency

- **Optical Character Recognition (OCR):** Converts printed materials into digital formats compatible with TTS tools, enabling access to scanned documents and PDFs
- **Note-Taking Software:** Assists with organizing and summarizing information during lectures or reading, improving study efficiency
- **Reading Pens and Digital Highlighters:** Scan and read printed text aloud and often provide definitions or translations to support vocabulary development

The following reading, writing, and screen-reading tools are evidence-based and should be selected based on individual student needs identified through an AT assessment. Although they are designed for students with disabilities, many of these tools align with Universal Design for Learning (UDL) principles and can benefit a broader range of learners.

Reading Tools for Students with Specific Learning Disabilities

Government-Funded Resource

- **Bookshare:** A web-based digital library that is free for students with qualifying print disabilities, including:
  - Learning or reading disabilities that significantly impact decoding and comprehension
  - Visual impairments (e.g., blindness, low vision)
  - Physical disabilities that limit access to printed materials

Commercial and App-Based Tools

- **Learning Ally:** A subscription-based digital library offering over 80,000 audiobooks. Available on web, iOS, and Android, it allows students to listen to and follow along with text.
- **Voice Dream Reader:** A highly customizable text-to-speech app for iOS and Android. Features include notetaking, highlighting, and adjustable fonts, colors, and spacing to enhance readability.
- **Speechify:** A text-to-speech (TTS) tool for iOS and Chrome users. It allows scanning of books, importing of PDFs, and syncing content across devices. It uses advanced AI for natural-sounding voice output.
- **Capti Voice:** Offers evidence-based reading support through TTS and AI-driven comprehension tools. Users can listen to eBooks, web pages, and documents while building foundational reading skills.
- **Speech Central:** Converts text, web pages, and documents into speech. Offers extensive customization options to personalize the reading experience.

Writing Tools for Students with Specific Learning Disabilities

» **Co-Writer: A predictive writing tool available on the web and iOS.** It suggests words and phrases, recognizes phonetic spelling errors, and integrates with Google Docs, Gmail, and other platforms.

» **Grammarly: A widely used writing assistant (free and premium versions) that offers real-time grammar, spelling, and style suggestions.** It helps simplify and rephrase sentences for clarity.

» **VoiceIn Plus: A Chrome extension that enables voice-to-text input, compatible with Google Docs and Microsoft Word and ideal for students who benefit from dictation.**

» **ProWritingAid: A grammar and style checker for Microsoft Word and other platforms.** It supports editing by identifying errors and offering suggestions, allowing users to focus on content creation.

» **Read & Write for Google Chrome: A free extension with features like screen masking for focus, text simplification, and "Talk and Type" speech-to-text support.** A premium version offers expanded functionality.

Screen-Reader Tools for Students with Specific Learning Disabilities

Screen-readers support students with reading challenges by converting text to speech and offering visual customization. Key tools include:

- **ClaroRead:** A comprehensive tool offering text-to-speech, color overlays to reduce visual stress, word prediction, and customizable fonts and spacing for improved readability.
- **NaturalReader:** A user-friendly screen reader that supports multiple text formats. Features include adjustable voice speed, font, and color settings, with natural-sounding voices for a more engaging experience.
- **NVDA (NonVisual Desktop Access):** A free, open-source screen reader for Windows. It provides essential text-to-speech functionality and is a cost-effective option for basic accessibility needs.
- **Apple VoiceOver:** A built-in screen reader for Apple devices. It includes customizable voice settings, Braille display support, and robust TTS capabilities for seamless integration across macOS and iOS.

For additional information please see the WVDE guidance document, *Specific Learning Disabilities: Evaluation and Eligibility Guidance for West Virginia Schools.*

Appendix H: Artificial Intelligence (AI) as Assistive Technology in Education

As defined by the West Virginia Department of Education's *Guidance, Considerations, and Intentions for the Use of Artificial Intelligence in West Virginia Schools* (March 2025), artificial intelligence (AI) is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data.

AI is transforming assistive technology (AT) by enhancing its effectiveness and accessibility. In educational settings, AI-powered tools can support students with disabilities by personalizing learning and improving engagement.

Educational Applications of AI

AI can enhance learning through:

- **Personalized instruction:** Adaptive feedback and tailored learning paths
- **Immersive experiences:** Integration of virtual and augmented reality
- **Automation:** Streamlined grading, scheduling, and reporting
- **Increased engagement:** Interactive tools that motivate learners

Examples of AI-Enhanced Assistive Technology

- **Text-to-Speech (TTS):** Converts written content into spoken words
- **Image descriptions:** Provides audio or text-based descriptions of visual content
- **Reading comprehension support:** Assists students with learning disabilities in understanding text
- **Communication tools:** Supports students with speech and communication impairments
- **Accessible math tools:** Enables blind students to complete math assessments

The increased use of AI in education has brought significant changes to the ways that educators and students interact with technology. It is important to use AI tools responsibly and follow state and local guidance regarding their use.

For more information, refer to the *WVDE document Guidance, Considerations, and Intentions for the Use of Artificial Intelligence in West Virginia Schools*. The WVDE also has resource materials available on the WVDE Canvas platform.

Appendix I: Assistive Technology and Transition Services

Educational transitions occur at various stages, including from early intervention (IDEA Part C) to preschool (IDEA Part B), early childhood to K–12 education, and school to postsecondary education or employment. Transitions may also involve moving between classrooms or schools. When assistive technology (AT) is involved, collaboration between the sending team and the receiving team is essential to ensure continuity of support. Effective transition plans must address how AT devices and services will be transferred and adapted to new environments.

IEP Team Responsibilities

To support successful transitions involving AT, IEP Teams should:

- Identify upcoming transitions that will occur within the next two years.
- Develop a transition plan that includes AT needs with input from both the sending and receiving teams.
- Determine required AT tools and services for the new environment(s).
- Specify instruction or team training needed for effective AT use, including timelines and responsible individuals.
- Promote student self-determination and independence by outlining activities to build readiness for the new setting.

Early Childhood Transition

Assistive technology supports young children transitioning from an IFSP (IDEA Part C - Birth to Three in WV) to an IEP (IDEA Part B) by facilitating participation in daily routines and achieving developmental outcomes. IDEA mandates a transition meeting between the Birth to Three team and the receiving LEA at least six months before the child turns three. AT may be essential for skill development from age three through the start of K–12 education.

Post-secondary Transition

Federal law requires transition planning to begin with the first IEP in effect when a student turns 14 (or earlier if appropriate). AT can increase the student's independence in adult life, supporting environmental access and equitable participation alongside non-disabled peers. AT may be relevant in any of the five key areas the IDEA has outlined for transition planning:

1. **Instruction**
2. **Related services**
3. **Community experiences**
4. **Development of employment and adult living objectives**
5. **Acquisition of daily living skills and a vocational evaluation (if appropriate)**

Post-secondary transition timelines should include tasks such as acquiring new devices, training, site visits, and advocacy planning, as needed.

For students exiting high school, the IEP summary of performance document must be completed between 45 and 7 days before graduation or the student aging out and should include AT recommendations for post-secondary success.

For a more complete overview of transition planning see the QIAT Transition Planning Worksheet for AT Users at *https://qiat.org/docs/resources/Transition_Planning_Worksheet.pdf*.

Appendix J: Frequently Asked Questions (FAQs)

1. **Should assistive technology (AT) be considered for all students with disabilities?**

   Yes. IDEA states that "the IEP Team shall consider whether the child requires AT devices and services." This consideration should be documented in the Considerations section of the IEP.

2. **Is AT required for all students who have an IEP?**

   No. AT must be considered for all students with an IEP. The IEP Team will determine if AT is required.

3. **Who makes the decision about whether a student needs AT devices or services?**

   The IEP Team decides whether students need AT to receive a free appropriate public education (FAPE). The IEP Team may need to rely on an AT assessment or consultation from a team of professionals, which may include a special education teacher, speech-language pathologist, occupational therapist, physical therapist, psychologist, computer specialist, hearing specialist, and/or vision specialist, among others. Some LEAs may have an AT team identified and trained to provide the AT assessment. Parent input and participation are essential in the AT assessment process.

4. **What is the role of parents in the AT assessment process?**

   Parents are members of the IEP Team and provide input in all decisions, including AT decisions. Parents, and the student, if appropriate, should be invited to participate in all aspects of the process. Parents may provide information about their child's strengths, interests, and daily routines, which will help determine the AT devices and services that will best meet the student's needs.

5. **What are the timelines for purchasing and/or providing AT devices and services?**

   IDEA regulations do not specify a timeline for the provision of AT. However, if AT is determined necessary for FAPE, it must be provided promptly and as designated in the IEP. For accessible educational materials (AEM) students must receive materials in a "timely manner," which is defined as "at the same time typically developing peers receive their similar materials." In addition, the LEA may not delay or deny the provision of AT due to funding issues if a student requires AT to benefit from the IEP.

6. **Are personal use devices excluded in AT regulations?**

   The IEP Team decides on a case-by-case basis any AT a student needs to benefit from special education and related services. Except for cochlear implants or other surgically implanted devices, if a device is included in the IEP, the school is responsible for providing that device or ensuring that it is provided at no cost to the parents.

7. **Who is responsible for buying AT?**

   The school system is responsible for acquiring and providing AT devices required for a student's education. While families may choose to supply personal devices for school use, this is not required. With parental consent, schools may access various funding sources to obtain AT, including:

   - Medicaid (including EPSDT and waiver programs)
   - Medicaid TEFRA
   - Private insurance
   - West Virginia Division of Rehabilitation Services
   - Financial loan programs
   - Private and community-based resources

8. **May the student take home AT devices purchased by the school?**

   Yes, if the IEP Team determines that the child needs access to AT devices at home or in other environments outside the school. The IDEA regulation 34 CFR 300.308 (b) states, "On a case-by-case basis, the use of school-purchased AT devices in a child's home or other settings is required if the child's IEP Team determines that the child needs access to those devices to receive FAPE."

9. **Who is responsible for the maintenance and repair of equipment?**

   The local LEA is responsible for the following:

   - Maintaining the equipment (i.e., replacing or charging batteries)
   - Repairing AT devices used as part of the student's special education and related services
   - Ensuring that the student receives substitute equipment while a device is being repaired
   - Ensuring that the external components of surgically implanted medical devices are functioning

10. **What provisions should be made while AT devices are being repaired?**

    During the development of the student's IEP and AT implementation plan, the IEP team should proactively plan for potential device repairs, specifying steps to take when a device is broken, the means for securing a substitute or alternate system, and/or temporary technology options that can serve as acceptable alternatives during the repair process.

11. **What should happen when an AT device is no longer effective for a student?**

    If an AT device no longer meets the student's needs, the AT team should initiate a reassessment, which may include gathering updated information about the student, environments, and tasks; conducting trials with alternative devices; collecting and analyzing data; making an informed decision regarding AT and then documenting changes in the IEP.

12. **Do parents have the right to request a due process hearing over the provision of AT?**

    Yes. Parents have the right to request a due process hearing regarding the provision of AT. Under IDEA and WVBE Policy 2419, AT devices and services are considered part of a free appropriate public education (FAPE) and are subject to procedural safeguards. Parents may request a hearing to determine whether the educational program is appropriate. Mediation is also available to help resolve disputes between families and schools.

13. **Can LEAs require parents to use their private insurance to pay for necessary assistive technology devices and services?**

    No. The "free" in FAPE (free appropriate public education) is significant regarding children with disabilities who may require assistive technology devices or services. The IDEA regulations state that all special education and related services must be provided "at no cost to the parents." Any decision by the family to allow the LEA to access their private insurance must be strictly voluntary.

14. **Are there other options for LEAs to consider instead of purchasing an assistive technology device?**

    Yes. In some cases, purchasing AT devices may not be necessary or advisable. LEAs may consider alternatives such as equipment rental or long-term lease/lease-to-own agreements. These options can offer several advantages depending on the student's needs, including:

    - Flexibility for temporary or changing conditions
    - Opportunity to trial equipment before committing to purchase
    - Reduced risk of obsolete inventory
    - Access to updated technology as student needs evolve
    - No upfront lump-sum cost

15. **Can LEAs share the funding responsibilities of providing assistive technology devices and services?**

    Yes. This practice is especially appropriate for children with disabilities transitioning from West Virginia Birth to Three programs into public school preschool programs or from public school to adult services through the West Virginia Division of Rehabilitation Services. Teams should consider who will retain ownership of the device when agreeing to share funding responsibilities.

16. **Are LEAs responsible for paying for an independent educational evaluation (IEE) regarding assistive technology?**

    Yes. Under IDEA and West Virginia Policy 2419, parents have the right to request an Independent Educational Evaluation (IEE) at public expense if they disagree with an evaluation conducted by the school district. When an IEE is funded by the LEA, it must meet the same criteria the district uses for its own evaluations, including evaluator qualifications and location. Regardless of who funds the IEE, the results must be considered in decisions regarding the provision of a Free Appropriate Public Education (FAPE).

17. **Are LEAs responsible for customizing, maintaining, repairing, and replacing assistive technology devices?**

    Yes. LEAs are responsible for the customization, maintenance, repair, and replacement of AT devices they provide. These services are essential to ensure the technology remains functional and meaningful for the student. If a family-owned device is documented in the IEP and is necessary for providing FAPE, the LEA assumes responsibility for its upkeep as well. All related responsibilities and services should be clearly outlined in the IEP and AT implementation plan.

Appendix K: Assistive Technology Resources

General Information

Assistive Technology Industry Association (ATIA) – provides conferences, online courses, and a resource library. *https://www.atia.org*

Closing the Gap Resource Directory – is available to the public free of charge and is a guide to the most recent advancements in assistive technology products. *https://www.closingthegap.com/resource-directory/*

Early Childhood Technical Assistance Center (ECTA) – provides information and resources about AT for infants and young children. *https://ectacenter.org/topics/atech/atech.asp*

Quality Indicators of Assistive Technology (QIAT) – is a voluntary organization of AT professionals worldwide who share ideas and resources. They have developed quality indicators and self-assessment matrices that are important to the development and delivery of assistive technology. *https://qiat.org/*

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) – is an organization of assistive technology professionals. It offers information and resources for AT consumers and the public. *https://www.resna.org/*

Training and Technical Assistance Center (TTAC) – is funded by the Virginia Department of Education and contains resources related to educating students with disabilities, including information on assistive technology. (Note: Services are available only to students and educators in Virginia.) *https://ttaconline.org/*

West Virginia Assistive Technology Systems (WVATS) – provides services and resources to help West Virginia residents of all ages and abilities make informed decisions about assistive technology. WVATS serves not only individuals with disabilities but also their family members, employers, employment service providers, educators, health care providers, social service providers, and others seeking AT expertise in all areas of life, but especially in education, employment, and community living. *https://wvats.cedwvu.org/*

Wisconsin Assistive Technology Initiative (WATI) – assists early intervention agencies, school districts, and their partners in providing AT through training, technical assistance, and materials. *https://www.wati.org/*

WVDE AAC Trainings, Recordings, and Resources – In the Microsoft Team: West Virginia School SLPs and SLPAs: AAC Channel.

Funding

WVDE Assistive Technology Supplemental Funding Grant - The West Virginia Department of Education (WVDE) offers a competitive reimbursement grant to support Local Education Agencies (LEAs) facing unexpected, high-cost assistive technology needs for individual students with disabilities when no other funding sources are available.

Funding Priorities:

- Newly identified or transferred students requiring costly assistive technology, as determined by the IEP Team
- Support for LEAs in meeting ELA and math summative assessment technology requirements for students in grades 3 through 12 who are blind or have low vision and use braille as their primary reading medium
- Provision of eye gaze systems for students who rely exclusively on eye gaze for access

For application details, contact the WVDE Coordinator of Assistive Technology.

AT and AAC Classroom Implementation Resources

A variety of free and commercial resources are available to support school personnel in integrating AT and AAC into classroom instruction. Selected resources include:

AAC Language Lab – Subscription based site with resources for educators, SLPs, and parents. *https://aaclanguagelab.com*

AssistiveWare Core Word Classroom – Offers printable displays, activity planners for teaching, Core Word of the Week planners and displays, and resources and references for AAC implementation. *https://coreword.assistiveware.com/login*

Communication Matrix Intervention Modules – WVDE-developed modules that support administration of the Communication Matrix and using the results for developing intervention. Includes videos, examples, activities, strategies, and extensive resources. *https://wvde.us/special-education/resources-sp-page/speech-language-impairment/communication-matrix-intervention-modules/*

Core First Learning – Free low-tech AAC materials for classroom use. *https://us.tobiidynavox.com/products/core-first-learning*

Core Words for Classroom and Home – a book by Jennifer Jacobs, MA, CCC-SLP. A classroom friendly program for teaching core vocabulary to beginning communicators. Available via Amazon or checkout through the WVDE/DRS Lending Library: *https://wvdedrslendinglibrary.myturn.com/library/login/auth*

Infused Skills Grids – Planning tools to map AT/AAC use across daily classroom activities. Various templates are available online.

PrAACtical AAC – A searchable site with free materials and implementation ideas from multiple contributors. *https://praacticalaac.org*

Tell Me Program – A structured approach for introducing and practicing core vocabulary with beginning communicators, regardless of expressive output method. Available for checkout through the WVDE/DRS Lending Library at *https://wvdedrslendinglibrary.myturn.com/library/login/auth* or for purchase at *https://www.attainmentcompany.com/tell-me-program*.

Resources for AT/AAC Trials

West Virginia Assistive Technology System (WVATS) – Virtual loan library of AT equipment and resources available in several locations throughout the state. Items fall under the categories of Computer and Related; Daily Living; Environmental Adaptations; Hearing; Listening, Cognition, and Developmental; Mobility, Seating, and Positioning; Recreation, Sports, and Leisure; and Speech Communication, which includes switches, low-tech, and high-tech AAC devices. *https://vll.cedwvu.org/*

WVDE/DRS Lending Library | Romney, WV – Devices and tests available to educators, birth to three providers, and DRS workers include the following: Speech and language tests; switches; low-, mid-, high-tech AAC devices; laptop computers with software for students with specific learning disabilities; and iPads with AAC and assistive/accessibility apps, and more. *https://wvdedrslendinglibrary.myturn.com/library/login/auth*

PRC-Saltillo – SLPs may borrow devices for up to four weeks to trial before purchase. *AAC Funding - Evaluator Loan Program*

Tobii-Dynavox – Provides AAC device rentals for up to four weeks. *Device Rentals - Tobii Dynavox US*

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