

Considering Assistive Technology (AT) In the School Setting



Wyoming Assistive Technology Resources

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Considering Assistive Technology (AT) In the School Setting

What is AT?

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 functional capabilities of a child with a disability. (Definition of AT by IDEA).

Why consider AT?

IEP and 504 teams are required to consider whether AT is needed at each initial IEP/504 meeting and at least yearly thereafter. Considering AT throughout the year as teams review progress and grades may be beneficial to student performance.

AT may help a student be more successful in obtaining educational goals and increase their independence.

How to consider AT?

Consideration of AT is an ongoing process that changes with the student's needs. Teams may find completing the [QIAT AT Consideration Guide](#) helpful during the process. This guide can be accessed by scanning the QR code to the right.

The consideration of AT is a multidisciplinary team approach, including the child and family. Teams should consult with discipline specific (Occupational Therapist/Physical Therapist/Speech Language Pathologist) members for input as related to safety and best practices for AT.



Where can teams find information about different types of AT?

AT may include combinations of non-tech, mid tech and/or high-tech items. School teams can use this resource for general examples of AT by category. IEP Teams may contact their school district AT Teams for support.

For more information on specific AT and to learn about feature matching teams may contact the Wyoming Assistive Technology Resources.

Consider Joining the [ECHO in AT](#) sessions to learn about best practices for AT while earning continuing education units. Sessions include opportunities for case presentations to help teams determine AT Considerations or brainstorm solutions for the student.

View the new [AT Guidance document](#) developed by the US Department of Special Education Programs to learn more about the Myths and Facts surrounding AT devices and Services.

Teams may consider an AT assessment to determine specific AT needs.



Scan to
view the
current
ECHO in AT
sessions



Scan to
view the
new AT
Guidance
document

Built-In Accessibility

We all use AT in some way. By doing things that fit our needs.

Built-In accessibility is something that is built into our day-to-day activities, or tools.

Devices and built-in accessibility features may be available within many classrooms as part of universal design for learning but when they are needed by a child with a disability to increase, maintain, or improve function they are Assistive Technology.

Listed below are some examples of built-in accessibility.

- Adjustments for font style, size, color, brightness, and display theme.
- Screen magnification
- Text-to-Speech
- Screen Reader
- Audio captioning
- Switch access
- Alternate keystrokes
- Alternate gestures
- Voice control
- AI device assistant (Siri, Alexa)



Reading

Assistive technology for reading is genuinely inexpensive and easy to find. These tools can exist on smartphones, iPads, and other smart devices. But there are also low-tech options available.

Listed below are some options available to assist a student with reading.

- Page Puffers
- Book Holder
- Slant Board
- Color Overlays
- Line Tracking Tools
- Scanning Pen
- Audio/Electronic Books
- Alternative Text Formats
- Braille
- Large Print
- Graphic Symbol Support
- Screen Magnification and voice output software
- Magnification Devices
- Digital Talking Dictionaries
- Language Translator
- Outlining Tool
- Visual Mapping Tool
- Text to Speech



Writing

AT tools can make the act of writing easier, as well as assist children who have trouble with spelling and grammar. It can also help with organizing and expressing thoughts onto a page.

Listed below are options for AT devices that can help with writing.

- Pencil Grips
- Adapted writing aids
- Adapted Paper
- Tape recorder/voice recorder
- Note-taking device or software.
- Adapted Hardware
 - Keyguard
 - Keyboard
 - Touch screen
 - Switch access
 - Alternative mouse
 - Braille output



- Non-slip surface
- Slant board
- Word prediction
- Abbreviation expansion
- Word/picture banks
- Picture or phonetic dictionary
- Form filling document
- Digital template
- Spelling, grammar, outline support
- Speech to text input
- Smartpens
- Mind mapping

Sensory Processing

Sensory AT devices can assist children in engaging their touch, smell, sight, taste, hearing, movement, and balance. This assistive technology may help a child feel more relaxed/comfortable in the environment.

Listed below are ways you can assist a child with sensory processing using AT devices.

- Noise canceling headphones and ear plugs
- Alternative seating to allow movement.
- Sensory schedule
- Fidgets
- Preferred sensory items for movement, tactile, olfactory, and auditory systems.
 - Consider consulting with an Occupational Therapist (OT) for guidance when choosing one of these items.
- Weighted blanket/vests
 - Consult with OT to find the best weight for the child.



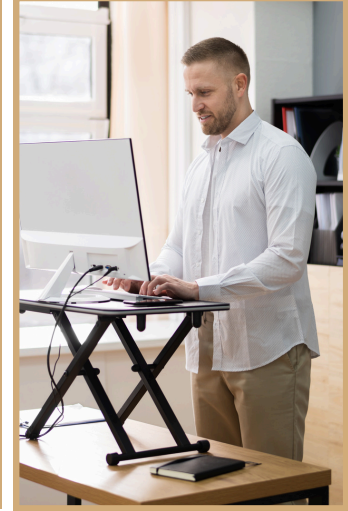
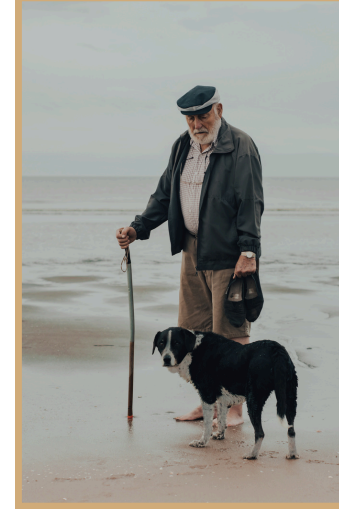
Motor and Positioning

Movement is a big part of our lives. Children with movement problems may have issues accessing proper education when they are trying to maintain their body position all day.

Listed below are options that can assist a child with moving around and help them maintain their position so that they can access the same education as everyone else.



- Walkers, Crutches, Canes
- Wheelchairs
- Stenders
- Adapted tables/desks
- Adapted seating
- Positioning supports.
- Lap tray systems
- Equipment mounts
- Adaptive toy vehicles



Communication

Augmentative and alternative communication (AAC) systems can assist children with understanding spoken/written language and provide a means of expressing themselves. The AAC system may include a combination of no-tech to high-tech items. Consider consulting with an SLP for guidance when choosing one of these items.

Listed below are examples

- Augmentative & Alternative Communication Systems
 - Sign Language
 - Picture Exchange Communication Systems (PECS)
 - Speech Generating Devices (SGDs)
 - Communication apps
 - Tactile communication
 - Voice amplifiers



Behavior, Time Management, and Organization

Many children have trouble switching from one task to another task without some type of assistance. They need a visual clue or a set amount of time to be able to switch from one task to another.

Listed below are options that can assist with behaviors, time management, and organization.



- Visual Schedules
- Timers
- Vibrating/Talking/Symbol Watches
- Organization aids
 - Color coding
 - Venn Diagrams
- Auditory prompting devices
- Wearable devices
- Communication aids



Activities of Daily Living (ADLs)

Some children may need assistance with everyday life. Devices for activities of daily living (ADL) help to adapt the environment rather than the person.

To be able to support identified needs, listed below are some examples of ADL devices.



- Adapted eating tools
- Dressing aids
- Adapted cooking aids
- Auditory Prompting Devices
- Magnification devices
- Visual schedules and supports.
- Voice command devices
- Medication reminder/dispenser
- Environmental control units



Recreation and Leisure

We all Like to go out and have fun or to relax by reading or drawing.

The Items listed below can assist children in playing, reading, coloring, or whatever the child finds relaxing or fun.

- Switch adapted toys.
- Adapted puzzles
- Adapted books
- Raised line coloring.
- Adapted Art tools
- Adapted Gardening tools
- Adapted Sports Equipment
- Environmental control units (music, TV, games)
- Go Baby Go WYO.
 - Adaptive children's ride on vehicles.
- Adapted Musical Instruments

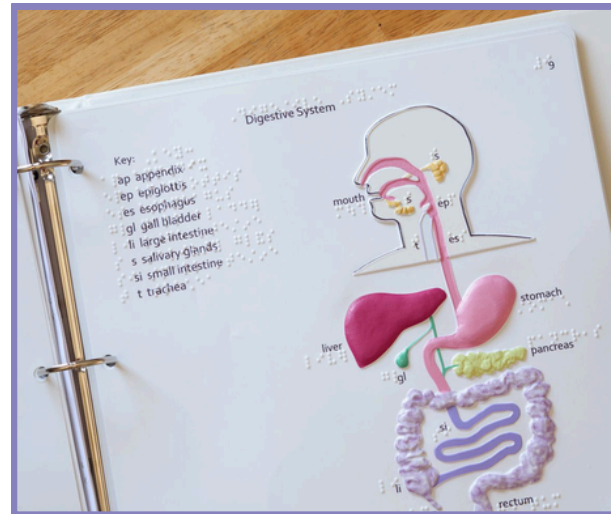


Accessible Educational Materials (AEM)

Accessible Educational Materials (AEM) are just what you expect it to be, AT that can assist with education. AEM are print-and technology- based education materials that can be used among a range of learner variabilities.

Listed below are examples of AEM AT.

- Large print
- Audiobooks
- Digital materials
- Braille
- Tactile graphics
- Adapted paper
- Color overlays
- Tracking Tools
- High Contrast Text



- Scanning pens
- Voice recorder
- Magnification devices
- Text to speech and math to speech
- Talking calculators
- Math apps/programs
- Slant board
- Book stand
- Adapted Science Materials

Scan to
access the
WATR AEM
website

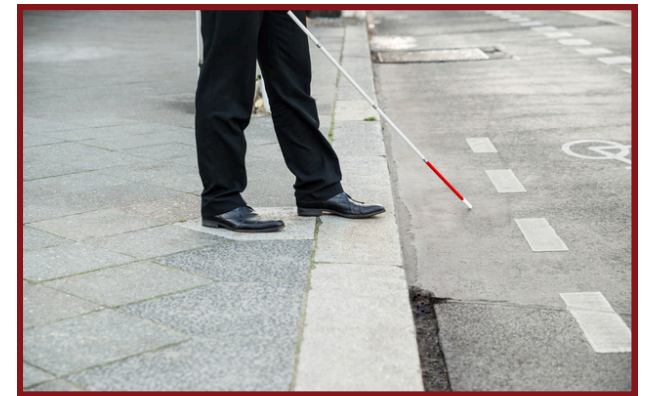
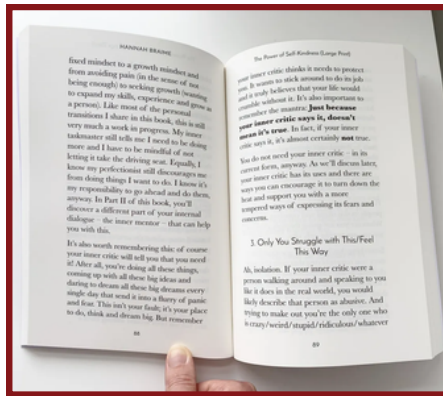


Vision

Vision AT are software or devices that can assist children who may be blind or visually impaired. It assists these individuals to read printed materials or surf the web.

Listed below are examples of Vision AT devices.

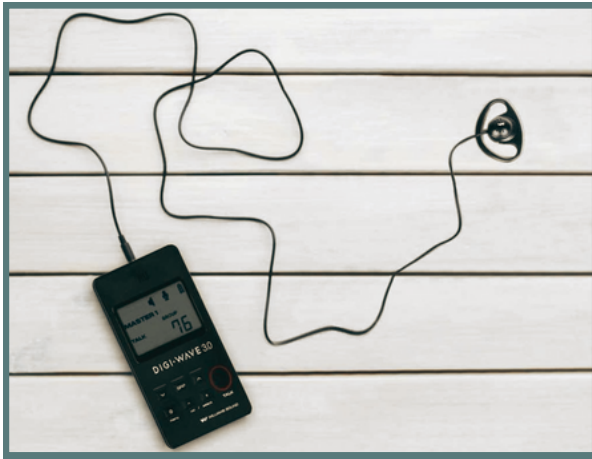
- Increased text size
- Color contrast
- Magnifying glass
- Handheld or desktop digital video magnifier
- Refreshable Braille display/writer
- Tactile cues
- Talking calculators
- Talking watches
- White cane
- Screen readers
- Accessible Educational Materials
- Orientation and Mobility Training
- Consult with Teacher of Visually Impaired
- WY Department of Education - Vision Outreach Services



Hearing

Assistive Technology for hearing requires the right device for the child depending on the amount of hearing loss they have. There are five general types of AT devices for hearing: audio induction loop (Hearing Loop), FM system, infrared system, personal amplified system, and Bluetooth systems.

Listed below are AT examples for hearing



- Amplification devices
- Assistive Listening Systems
- Closed Captioning
- Environmental Alerts
- Communication/ Translation apps
- Communication Access Realtime Translation- (CART)
- American Sign Language interpreter - (ASL)



Consider consulting with the child's audiologist or contact WY Department of Education - Deaf and Hard of Hearing Services

Contact the Wyoming Assistive Technology Resources (WATR) to help meet your AT needs.

Services include:

- Information and Assistance
- Short Term Device Loans. Visit wy.at4all.com to view our inventory.
- Device Demonstrations
- Trainings/Presentations
- ECHO in AT Didactic Presentations
- Tiered Assessments
- Financial assistance to obtain AT.
- Reuse program



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