OCALI Consideration for Assistive Technology Checklist

Student Name: Susan

Date:

Check an area in which there is concern about the student functioning as independently as possible. (If no concern, indicate "no" in the Special Considerations section of the IEP)

Academic

☐ Reading ☒ Writing ☐ Math ☐ Learning/studying

Communication

☐ Understanding language ☐ Using language

☐ Speaking clearly

Access

☐ Computer access ☐ Mobility

☐ Seating & Positioning ☐ Environmental control

Activities of Daily Living

☐ Play ☐ Recreation/leisure ☐ Self-care ☐ Vocational

Social Behavior

☐ Following routines and rules ☐ Making transitions ☐ Staying on-task

☐ Vision

☐ Hearing

☐ Other

A. What specific task in the area identified above do we want this student to perform that s/he is unable to do because of his/her disability?

Susan has difficulty organizing her thoughts and structuring complete sentences. Her fine-motor limitations make writing legible full sentences difficult. In social studies and science classes, she is required to independently complete lengthy written assignments in a timely manner.

B. What current special strategies, accommodations or assistive technologies have been tried to enable the student to complete this task? How well have they worked? *(Include in the Present Levels section of IEP)*

A number of writing strategies have been used to assist her in organizing her thoughts, outlining prior to writing, sentence structure, and similar tasks associated with writing. While some have been helpful, she continues to struggle in all phases of the writing processes.

Susan has used a portable keyboard effectively, but she does not like taking it to general education classes. The screen is too small, and the keyboard has limited compatibility with school computers.

We have used a scribe to write for Susan, but she does not like the attention it draws to her. Limited access to a scribe, the dependence it creates, and the lack of opportunity to truly write discourage the continued use of a scribe.

C. Are there continuing barriers when the student attempts this task? If so, describe. *(Include in the Present Levels section of IEP)*

Handwriting remains very labored and practically unreadable. The time it takes Susan to complete a writing assignment makes it more of a handwriting task than an actual writing assignment. Susan's self-consciousness about her own handwriting is an ongoing contributing factor that the team is concerned about.

D. Are there new or additional assistive technologies to be tried to address continuing barriers? If so, describe. *(Document in Services section of IEP)*

Explore additional use of the computer in the classroom and consider trying handheld technology, particularly tools that support the organization of thoughts, structuring the writing process, fluency, and enhancing the quality and quantity of what she writes.

E. Is there a need for further investigation and/or assessment to determine assistive technology solutions? *(Describe this plan and document in Services section of IEP*

The IEP team needs to acquire more information about handheld technologies and investigate compatibility issues with district technology staff.