

WATI Assistive Technology Decision Making Guide

Area of Concern: Vision

Problem Identification

Student's Abilities/Difficulties	Environmental Considerations	Tasks
• Print size • Reading visual or tactile medium • Auditory skills • Illegible handwriting • Touch typing • Navigating the computer or tablet operating system and programs/apps • Identifying & finding details in pictures • Organizational skills • Photo sensitivity and color blindness • Mobility skills • Activities of daily living (incl. self-help) • Participation in PE activities • Participation in extracurricular activities	• Desk space • Classroom space and furniture arrangement • Location in the room • Visual access to board work • Visual access to classroom presentations • Access to required technology • Type of learning medium • Type of light and level of illumination • External noise	• Reading • Writing • Note-taking • Seeking and accessing information • Large group distance presentations • Visual presentations (incl. PowerPoint) • Computer-assisted tasks • Converting print into electronic format • Field trips • Activities of daily living and self-help skills • Gym activities (running, playing a ball, swimming)
Other Considerations		Narrowing the Focus
Sensory Considerations	Assistive Technology past & present	Identify specific task(s) for solution generation
What sensory challenges does the student have that impacts learning? (i.e., visual, auditory, tactile)	What assistive technology (AT) has been employed in the past or is currently used with the student? List all assistive technologies that have been used with the student.	
Solution Generation Tools & Strategies	Solution Selection Tools & Strategies	Implementation Plan
Brainstorming only— No decisions yet Review solutions in respect to type of visual impairment and the area that requires additional support.	Use a feature match process to discuss and select ideas(s) from Solution Generation	AT trials/services needed: Formulate specific task objectives to determine effectiveness of trial: • Training needed • Date • Length • Person(s) Responsible
		Follow-Up Plan
		Who & when Set specific date now.