

Assistive Technology Checklist

COMPUTER ACCESS

- Keyboard using accessibility options
- Word prediction, abbreviation/expansion to reduce keystrokes
- Keyguard
- Arm support
- Track ball/track/pad/joystick with on-screen keyboard
- Alternate keyboard
- Mouth stick/head mouse with on-screen keyboard
- Switch with Morse code
- Voice recognition software
- Other: _____

WRITING

Motor Aspects of Writing

- Regular pencil/pen
- Pencil/pen with adaptive grip
- Adapted paper (e.g. raised line, highlighted lines)
- Slantboard
- Use of prewritten word/phrases
- Portable word processor to keyboard instead of write
- Computer with word processing software
- Portable scanner with word processing software
- Voice recognition software to word process

- Other: _____

COMPOSING WRITTEN MATERIAL

- Word cards/word book/word wall
- Pocket dictionary/thesaurus
- Writing templates
- Electronic/talking electronic dictionary/thesaurus/spell checker
- Word processing with spell checker/grammar checker
- Talking word processing
- Abbreviation/expansion
- Word processing with writing supports
- Multimedia software
- Voice recognition software

- Other: _____

COMMUNICATION

- Communication board/book with pictures/objects/letters/words
- Eye gaze board/frame communication system
- Simple voice output device

- Voice output device w/levels
- Voice output device w/icon sequencing
- Voice output device w/dynamic display
- Device w/speech synthesis for typing

Other: _____

READING, STUDYING, AND MATH

READING

- Standard text
- Predictable books
- Changes in text size, spacing, color, background color
- Book adapted for page turning (e.g. page fluffers, 3-ring binder)
- Use of pictures/symbols with text
- Talking electronic device/software to pronounce challenging words
- Single word scanners
- Scanner w/OCR and text to speech software
- Software to read websites and emails

Other: _____

LEARNING/STUDYING

- Print or picture schedule
- Low tech aids to find materials (e.g. index tabs, color coded folders)
- Highlight text (e.g. markers, highlight tape, ruler, etc.)
- Recorder material (books on tape, taped lectures with number coded index, etc.)
- Voice output reminders for assignments, steps of task, etc.
- Electronic organizers
- Pagers/electronic reminders
- Single word scanners
- Hand-held scanners
- Software for concept development/manipulation of objects – may use alternate input device, e.g. Switch, Touch Screen/Window
- Software for organization of ideas and studying
- Handheld computers

Other: _____

MATH

- Abacus/Math Line
- Enlarged math worksheets
- Los tech alternative for answering
- Math "Smart Chart"
- Money calculator and Coin-u-lator
- Tactile/voice output measuring devices
- Talking watches/clocks
- Calculator/calculator with printout
- Calculator with large keys and/or large display
- Talking calculator
- Calculator with special features (e.g. fraction translation)
- On-screen/scanning calculator
- Alternative keyboard
- Software with cueing for math computation (may use adapted input methods)
- Voice recognition software

Other: _____

RECREATION AND LEISURE

- Toys adapted with Velcro, magnets, handles, etc.
- Toys adapted for single switch operation
- Adaptive sporting equipment (e.g. lighted or beeping ball)
- Universal cuff/strap to hold crayons, markers, etc.
- Modified utensils (e.g. rubber stamps, brushes, etc.)
- Ergo Rest or other arm support for drawing/painting
- Electronic aids to control/operate TV. (VCR, DVD, CD player, etc.)
- Software
- Completion of art activities
- Games on the computer
- Other computer software

Other: _____

ACTIVITIES OF DAILY LIVING (ADLS)

- Non clip materials to hold things in place
- Universal cuff/strap to hold items in hand
- Color coded items for easier locating and identifying

- Adaptive eating utensils (e.g. foam handles, deep sides)
- Adaptive drinking devices (e.g. cup with cut-out rim)
- Adaptive dressing equipment (e.g. button hook, elastic shoelaces, Velcro instead of buttons, etc.)
- Adaptive devices for hygiene (e.g. adapted toothbrush, raised toilet seat, etc.)
- Adaptive bathing devices
- Adaptive equipment for cooking

Other: _____

MOBILITY

- Walker
- Grab bars and rails
- Manual wheelchair including sports chair
- Powered mobility toy (e.g. Cooper Car, GoBot)
- Powered scooter or cart
- Powered wheelchair w/joystick or other control
- Adapted vehicle for driving

Other: _____

Revised from WATI Assessment Package (2004)
For use by Charlton County School System

POSITIONING AND SEATING

- Non-slip surface on chair to prevent slipping (e.g. Dycem)
- Bolster, rolled towel, blocks for feet
- Adapted/alternate chair, sidelyer, stander
- Custom fitted wheelchair or insert

Other: _____

VISION

- Eye glasses
- Optical aids
- Large print materials
- Auditory materials
- Dictation software (voice input)
- CCTV (closed circuit television)
- Screen magnifier (mounted over screen)

- Screen magnification software
- Screen color contrast
- Screen reader, text reader
- Braille note taker
- Braille translation software
- Braille embosser
- Enlarged or Braille/tactile labels for keyboard
- Alternate keyboard

Other: _____

HEARING

- Pen and paper
- Computer/portable word processor
- TDD for phone access with or without relay
- Signaling device (e.g. flashing light or vibrating pager)
- Closed captioning
- Real Time captioning
- Computer aided note taking
- Screen flash for alert signals on computer
- Phone amplifier
- Personal amplification system/hearing aid
- RM or loop system
- Infrared system

Other: _____

Assistive Technology Maintenance Agreement for School Equipment

I, _____, understand that the Long County Special Education Department is providing the following equipment:

to assist my child in his/her school work and homework. I understand that I am not responsible for factory defects or routine maintenance. It is my responsibility, however, to bring the equipment in for routine maintenance to be done by the school technology department staff. I will also be responsible to pay for parts or repairs if the equipment is damaged as a result of negligence or mistreatment while under my care.

While my child is using the equipment, I will make it clear to him/her that he/she is responsible for the equipment should it become damaged or lost and this must be reported immediately to the appropriate school personnel. Upon completion of his/her education in the Long County School System, the equipment will be returned to the Special Education Department.

Parent/Guardian Signature Date

Student Signature Date

Special Education Personnel Date

Date Checked Out: _____ Date Returned: _____

_____ Equipment in good shape

_____ Equipment Damaged (*If damaged please list damage below)
