

Georgia Project for Assistive Technology  
**Assistive Technology Consideration Resource Guide**

This is a companion document to the GPAT Assistive Technology Consideration Process Guide to assist IEP teams by providing examples of each area within the AT Consideration Process Guide. Each column contains general examples for each area but is not considered all inclusive. Remember that others who are not familiar with the student may refer to this document to provide supports.

**Assistive Technology Services** – applies to all instructional and/or access areas.

- Activities that help teams select, acquire and/or provide technical assistance in the use of assistive technology devices
  - Assistive Technology Evaluation of the student
  - Acquisition of AT - purchasing or leasing
  - Selecting, designing, fitting, customizing, adapting, applying, maintaining, replacing, and/or repairing AT devices
  - Coordinating and using other therapies, interventions or services with AT devices
  - Training or technical assistance for student or student’s family
  - Training or technical assistance for professionals, employees or others who are involved with the student

**Useful Notes for Using this Resource Guide**

**Column A:** Relates to basic instructional tasks which support the Common Core Georgia Performance Standards (CCGPS) and/or other tasks

**Column B:** Standard classroom materials available for student use (listed in alphabetical order)

**Column C:** Accommodations, modifications and/or strategies (listed in alphabetical order)

**Column D:** Potential Assistive Technology solutions (corresponds to Columns D and E on the GPAT Consideration Process Guide)

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/Strategies	D. Assistive Technology Solutions
<p><b>Writing/Written Composition:</b></p> <ul style="list-style-type: none"> <li>• Draw/illustrate</li> <li>• Write name</li> <li>• Copy information</li> <li>• Write letters/words/numbers</li> <li>• Align numbers and text</li> <li>• Write from dictation</li> <li>• Writes legibly</li> <li>• Complete written worksheets and/or tests</li> <li>• Outline/organize thoughts</li> <li>• Write sentences, paragraphs or narratives</li> <li>• Take notes</li> <li>• Graph</li> <li>• Use appropriate spelling,</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/tablet/word processor</li> <li>• Crayon/Marker</li> <li>• Dictionary, grammar and/or spell checker</li> <li>• Document camera</li> <li>• Interactive whiteboard</li> <li>• Letter and number strip</li> <li>• Paper/writing surface</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Change format or substitute alternatives for written assignments</li> <li>• Decrease assignment length</li> <li>• Decrease number of responses</li> <li>• Increase print size</li> <li>• Increase time</li> <li>• Optimal student seating               <ul style="list-style-type: none"> <li>○ appropriate lighting (not facing glare or in shadows)</li> <li>○ away from extraneous noises</li> <li>○ close proximity to the teacher (distance)</li> <li>○ individualized visual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grip or other alternative writing aids</li> <li>• Adapted paper               <ul style="list-style-type: none"> <li>○ bold line</li> <li>○ raised line</li> <li>○ different spacing</li> <li>○ colored</li> <li>○ graph</li> </ul> </li> <li>• Positioning Aids (slant board/clip board)</li> <li>• Non-slip material</li> <li>• Personal dry erase board</li> <li>• Slate and stylus</li> <li>• Timers</li> <li>• Device, software or app               <ul style="list-style-type: none"> <li>○ spell and grammar checker</li> <li>○ outlining/ graphic organizers</li> </ul> </li> </ul>

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grammar, punctuation, and/or capitalization <ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing</li> <li>• Writes within time frames</li> </ul>		proximity to educational environment/materials <ul style="list-style-type: none"> <li>• Oral dictation</li> <li>• Peer note taker</li> <li>• Picture symbols to supplement written words</li> <li>• Pre-teach content specific vocabulary</li> <li>• Provide outline or copy of lecture notes</li> <li>• Use outline and/or webbing strategies</li> <li>• Word banks, sentence starters, and cloze format writing activities for supports</li> </ul>	<ul style="list-style-type: none"> <li>○ note taking</li> <li>○ word prediction</li> <li>○ word processor               <ul style="list-style-type: none"> <li>▪ text-and-picture-based</li> <li>▪ text-to-speech (talking)</li> <li>▪ speech recognition</li> <li>▪ portable</li> </ul> </li> <li>○ anti-glare screen</li> <li>○ digital recorders/recording software</li> <li>○ smartpen</li> <li>○ onscreen keyboard</li> <li>○ screen enlargement</li> <li>○ document scanner</li> <li>○ electronically scanned worksheets</li> <li>○ online dictionaries</li> <li>○ literacy suite software</li> <li>○ advanced reading and writing aid software that includes:               <ul style="list-style-type: none"> <li>▪ Optical Character Recognition</li> <li>▪ text-to-speech with highlighting</li> <li>▪ study tools</li> <li>▪ dictionary</li> <li>▪ word prediction</li> </ul> </li> <li>○ braille writer</li> <li>○ braille note taker with refreshable display</li> <li>• Alternate access/accessibility features               <ul style="list-style-type: none"> <li>○ adapted pointers</li> <li>○ alternative mice</li> <li>○ keyguards</li> <li>○ alternative keyboards</li> <li>○ switch access</li> <li>○ screen readers</li> <li>○ speech recognition</li> <li>○ magnifiers</li> </ul> </li> </ul>

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<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Identify correctly spelled word</li> <li>• Write spelling words from dictation</li> <li>• Spell words orally</li> <li>• Use correct homonyms</li> <li>• Look up words</li> <li>• Complete writing tasks with correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet strip</li> <li>• Computer/tablet/word processor</li> <li>• Dictionary, grammar and/or spell checker</li> <li>• Document camera</li> <li>• Flashcards</li> <li>• Interactive whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/adult assistance</li> <li>• Personal dictionary</li> <li>• Preview of vocabulary</li> <li>• Use synonyms</li> <li>• Word wall/list</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics phone</li> <li>• Portable spell checker with or without auditory output</li> <li>• Device, software or app               <ul style="list-style-type: none"> <li>○ spell and grammar checker</li> <li>○ word prediction</li> <li>○ word processor                   <ul style="list-style-type: none"> <li>▪ picture-based</li> <li>▪ text-to-speech</li> <li>▪ speech recognition</li> </ul> </li> <li>○ online dictionaries</li> <li>○ advanced reading and writing aid software that includes:                   <ul style="list-style-type: none"> <li>▪ Optical Character Recognition</li> <li>▪ text-to-speech with highlighting</li> <li>▪ study tools</li> <li>▪ dictionary</li> <li>▪ word prediction</li> </ul> </li> </ul> </li> </ul>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Positioning reading material</li> <li>• Identify letters/numbers</li> <li>• Recognize/read name</li> <li>• Decodes words</li> <li>• Read common high-frequency words by sight</li> <li>• Read words, sentences and/or longer passages</li> <li>• Comprehend age/grade appropriate reading materials               <ul style="list-style-type: none"> <li>○ Literal meaning</li> <li>○ Inferential meaning</li> <li>○ Main idea</li> </ul> </li> <li>• Summarize key points</li> <li>• Retell stories with key details in correct sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/tablet/word processor</li> <li>• Document camera</li> <li>• Electronic texts</li> <li>• Interactive whiteboard</li> <li>• Projected information</li> <li>• Supplemental texts</li> <li>• Tests</li> <li>• Textbooks</li> <li>• Whiteboard</li> <li>• Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Change complexity of material</li> <li>• Custom vocabulary list</li> <li>• Decrease assignment length</li> <li>• High interest, low reading level materials</li> <li>• Highlight to emphasize key points</li> <li>• Increase print size</li> <li>• Increase time</li> <li>• Optimal student seating               <ul style="list-style-type: none"> <li>○ appropriate lighting (not facing glare or in shadows)</li> <li>○ away from extraneous noises</li> <li>○ close proximity to the teacher (distance)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Page fluffers</li> <li>• Positioning Aids (slant board/book holders for positioning books)</li> <li>• Colored paper, overlay filters or lens</li> <li>• Tracking aids</li> <li>• Portable dictionary with speech output</li> <li>• Handheld reading devices</li> <li>• Specialized format books               <ul style="list-style-type: none"> <li>○ large print</li> <li>○ audio</li> <li>○ electronic (eBook)</li> <li>○ braille</li> </ul> </li> <li>• Adapted books</li> <li>• Device, software or app               <ul style="list-style-type: none"> <li>○ variable color text/background combinations</li> <li>○ word processor</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Reads with fluency</li> </ul>		<ul style="list-style-type: none"> <li>○ individualized visual proximity to educational environment/materials</li> <li>• Peer/adult assistance</li> <li>• Pre-teach new vocabulary</li> <li>• Provide key points/details ahead of time</li> <li>• Provide picture symbols to supplement printed words</li> <li>• Provide questions ahead of time</li> <li>• Provide two sets of textbooks</li> <li>• Read text aloud</li> <li>• Supplement print with audio</li> </ul>	<ul style="list-style-type: none"> <li>▪ picture-based</li> <li>▪ text-to-speech</li> <li>○ eBook Readers</li> <li>○ literacy suite software</li> <li>○ document scanner</li> <li>○ advanced reading and writing aid software that includes:               <ul style="list-style-type: none"> <li>▪ Optical Character Recognition</li> <li>▪ text-to-speech with highlighting</li> <li>▪ study tools</li> <li>▪ dictionary</li> <li>▪ word prediction</li> </ul> </li> <li>○ braille note taker with refreshable display</li> <li>• Alternate access/accessibility features               <ul style="list-style-type: none"> <li>○ adapted pointers</li> <li>○ alternative mice</li> <li>○ keyguards</li> <li>○ alternative keyboards</li> <li>○ switch access</li> <li>○ screen readers</li> <li>○ magnifiers</li> </ul> </li> </ul>
<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Identify numbers</li> <li>• Use number concepts</li> <li>• Complete basic calculations</li> <li>• Complete complex calculations</li> <li>• Complete math word problems</li> <li>• Use time concepts</li> <li>• Use money concepts</li> <li>• Use measurement concepts</li> <li>• Use geometric concepts</li> <li>• Use fractions and decimals</li> <li>• Use and interpret data</li> <li>• Explain knowledge of mathematical process</li> </ul>	<ul style="list-style-type: none"> <li>• Calculator</li> <li>• Computer/tablet/word processor</li> <li>• Document camera</li> <li>• Formula sheet</li> <li>• Graph paper</li> <li>• Interactive whiteboard</li> <li>• Manipulatives</li> <li>• Math chart</li> <li>• Math drawing tools</li> <li>• Math fact sheet</li> <li>• Number line</li> </ul>	<ul style="list-style-type: none"> <li>• Change assignment format</li> <li>• Change complexity of material</li> <li>• Color-code operation symbols and/or text</li> <li>• Decrease assignment length</li> <li>• Dictionary of math terms</li> <li>• Group similar problems together</li> <li>• Have students verbalize the process</li> <li>• Increase print size</li> <li>• Increased time</li> <li>• Peer/adult assistance</li> <li>• Provide additional spacing between problems</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted paper</li> <li>• Tactile graphics</li> <li>• Calculator</li> <li>• Alternative calculators               <ul style="list-style-type: none"> <li>○ talking</li> <li>○ on-Screen</li> <li>○ braille</li> <li>○ money</li> </ul> </li> <li>• Talking watch/clock</li> <li>• Device, Software or App               <ul style="list-style-type: none"> <li>○ equation editors</li> <li>○ math translator</li> <li>○ document scanner</li> <li>○ electronic math worksheets</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Re-phrase vocabulary in word problems</li> <li>• Turn lined paper vertically for ready-made columns</li> </ul>	<ul style="list-style-type: none"> <li>○ graphing</li> <li>○ color identifier</li> <li>○ money identifier</li> <li>• Adapted measuring devices               <ul style="list-style-type: none"> <li>○ measuring cups</li> <li>○ talking tape measures</li> <li>○ rulers</li> <li>○ compasses or protractors</li> <li>○ thermometers</li> </ul> </li> </ul>
<p><b>Study Organizational Skills:</b></p> <ul style="list-style-type: none"> <li>• Maintain dedicated study time</li> <li>• Maintain 'to do' list</li> <li>• Follow organizational system</li> <li>• Keep track of assignments</li> <li>• Follow steps to complete assignments</li> <li>• Complete assigned task within designated timelines</li> <li>• Request teacher/peer assistance when needed</li> <li>• Have appropriate materials/supplies</li> <li>• Identify important points</li> <li>• Compile and organize information from various sources</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Calendars</li> <li>• Classroom reminders</li> <li>• Computer/tablet/word processor</li> <li>• Document camera</li> <li>• Interactive whiteboard</li> <li>• Notebooks</li> <li>• Parent/student portals</li> <li>• Rubrics</li> <li>• Social learning networks</li> <li>• Study guides</li> <li>• Syllabuses</li> </ul>	<ul style="list-style-type: none"> <li>• Additional spacing between desks</li> <li>• Assignment sheet</li> <li>• Color coding</li> <li>• Daily planner book</li> <li>• Dedicated study time</li> <li>• Highlighters/sticky notes</li> <li>• Optimal student seating               <ul style="list-style-type: none"> <li>○ appropriate lighting (not facing glare or in shadows)</li> <li>○ away from extraneous noises</li> <li>○ close proximity to the teacher (distance)</li> <li>○ individualized visual proximity to educational environment/materials</li> </ul> </li> <li>• Outline of key points</li> <li>• Peer/adult assistance</li> <li>• Provide extra supplies of classroom materials</li> <li>• Provide long-term assignment timelines</li> <li>• Provide oral and printed directions</li> </ul>	<ul style="list-style-type: none"> <li>• Digital recorder</li> <li>• Device, software or app               <ul style="list-style-type: none"> <li>○ auditory reminders</li> <li>○ speech prompting</li> <li>○ daily planners</li> <li>○ outlining/graphic organizers</li> <li>○ advanced reading and writing aid software that includes:                   <ul style="list-style-type: none"> <li>▪ Optical Character Recognition</li> <li>▪ text-to-speech with highlighting</li> <li>▪ study tools</li> <li>▪ dictionary</li> <li>▪ word prediction</li> </ul> </li> <li>○ braille note taker with refreshable display</li> </ul> </li> <li>• Timers</li> <li>• Specialized tote for students with visual impairments</li> </ul>

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		<ul style="list-style-type: none"> <li>• Provide portable electronic storage file system               <ul style="list-style-type: none"> <li>○ cloud technology</li> <li>○ portable hard drive</li> <li>○ USB flash drive</li> </ul> </li> <li>• Provide print copies of ordered steps in a task</li> <li>• Sensory supports               <ul style="list-style-type: none"> <li>○ auditory</li> <li>○ tactile</li> <li>○ visual</li> </ul> </li> <li>• Show a model of the end product</li> <li>• Student checklist</li> <li>• Study carrel</li> </ul>	
<p><b>Hearing/Listening:</b></p> <ul style="list-style-type: none"> <li>• Follow verbal directions</li> <li>• Listen to stories and answer questions</li> <li>• Listen to classroom discussion and apply information</li> <li>• Listen to teacher lecture and apply information</li> <li>• Listen to verbally presented information and retell with correct sequencing and facts</li> <li>• Listen to videos to gather information about current instructional topics</li> <li>• Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm)</li> <li>• Paraphrase information heard</li> <li>• Focus on/understand verbal responses by classroom peers</li> </ul>	<ul style="list-style-type: none"> <li>• Closed captioning access to caption ready television and video presentations</li> <li>• Computer/tablet/word processor</li> <li>• Digital recorder/player</li> <li>• Headphones for clarity of sound and blocking of extraneous noises</li> <li>• Document camera</li> <li>• Interactive whiteboard</li> <li>• Projection system/overhead projector</li> <li>• Television</li> <li>• Video player</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-tape verbally presented information for repeated presentation</li> <li>• Break directions into smaller steps/segments</li> <li>• Have student verbally summarize directions</li> <li>• Optimal student seating               <ul style="list-style-type: none"> <li>○ appropriate lighting (not facing glare or in shadows)</li> <li>○ away from extraneous noises</li> <li>○ close proximity to the teacher (distance)</li> <li>○ individualized visual proximity to educational environment/materials</li> </ul> </li> <li>• Peer note-taker</li> <li>• Pre-teach vocabulary and/or components of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Amplification systems               <ul style="list-style-type: none"> <li>○ soundfield system</li> <li>○ assistive listening devices</li> </ul> </li> <li>• Alerting devices</li> <li>• Telecommunication devices</li> <li>• Digital recorder with indexing capability</li> <li>• Device, software or app               <ul style="list-style-type: none"> <li>○ audiobooks</li> <li>○ note taking</li> <li>○ smartpen</li> <li>○ speech recognition for converting teacher lecture to text and/or sign</li> </ul> </li> <li>• Closed captioning</li> <li>• Translation services</li> </ul>

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<ul style="list-style-type: none"> <li>Understand auditory information presented via instructional media</li> </ul>		<ul style="list-style-type: none"> <li>Provide a written outline of lecture</li> <li>Provide organizer in advance</li> <li>Provide print copy of script in videotapes</li> <li>Provide sign language/oral interpreter</li> <li>Provide unobstructed view of the teacher</li> <li>Reduce distractions</li> <li>Use gestures</li> <li>Use verbal prompts</li> <li>Use visual supports (picture symbols, diagrams, maps)</li> </ul>	
<p><b>Oral Communication/Language:</b></p> <ul style="list-style-type: none"> <li>Gain attention of peers/adults within environment</li> <li>Express wants/needs</li> <li>Request assistance as needed</li> <li>Provide appropriate greetings</li> <li>Inform others</li> <li>Request clarification</li> <li>Participate in collaborative conversations</li> <li>Terminate conversation</li> <li>Ask and answer questions</li> <li>Retell stories</li> <li>Describe</li> <li>Define</li> <li>Sequence</li> <li>Explain</li> <li>Summarize</li> <li>Compare and contrast</li> <li>Persuade</li> <li>Give oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Computer/tablet/word processor</li> <li>Document camera</li> <li>Interactive Whiteboard</li> <li>Manipulatives</li> <li>Non-verbal communication (gestures and body language)</li> <li>Verbal communication</li> <li>Writing materials</li> </ul>	<ul style="list-style-type: none"> <li>Accept alternative responses (i.e. shortened, single word, less grammatically correct)</li> <li>Accept descriptive responses</li> <li>Additional response time</li> <li>Aided language stimulation</li> <li>Engineering the environment</li> <li>Interpreter</li> <li>Model use of communication device</li> <li>Provide questions ahead of time</li> <li>Repetition of spoken answers</li> <li>Teacher modeling</li> <li>Use 'Total Communication'</li> <li>Verbal prompts</li> <li>Video modeling</li> <li>Visual supports</li> </ul>	<ul style="list-style-type: none"> <li>Speech amplification systems</li> <li>Communication representation (objects, pictures, symbols, tactile, letters, words)</li> <li>Augmentative &amp; Alternative Communication (AAC) solutions               <ul style="list-style-type: none"> <li>sign language / gestures</li> <li>communication books/boards/wallets/vests</li> <li>Picture Exchange Communication Systems</li> <li>voice Output Communication Aids                   <ul style="list-style-type: none"> <li>digitized / synthesized</li> <li>multi-level</li> <li>static / dynamic display</li> <li>computer/tablet app-based</li> </ul> </li> </ul> </li> <li>Device, Software or App               <ul style="list-style-type: none"> <li>computer</li> <li>tablet</li> </ul> </li> <li>Alternate access/accessibility features               <ul style="list-style-type: none"> <li>adapted pointers</li> <li>alternative mice</li> <li>alternative keyboards</li> <li>switch access</li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>○ screen readers</li> <li>○ magnifiers</li> <li>● Graphic organizers</li> <li>● Digital recorders</li> </ul>
<p><b>Activities of Daily Living:</b></p> <ul style="list-style-type: none"> <li>● Feeding self</li> <li>● Prepare snack &amp; meals</li> <li>● Dressing self</li> <li>● Perform personal hygiene and grooming tasks</li> <li>● Perform medically necessary procedures</li> <li>● Perform simple household chores</li> <li>● Transferring self</li> <li>● Toileting self</li> </ul>	<ul style="list-style-type: none"> <li>● ADA compliant accessibility features</li> <li>● Cleaning materials and appliances</li> <li>● Computer/tablet/word processor</li> <li>● Document camera</li> <li>● Eating and cooking utensils</li> <li>● Personal hygiene tools</li> <li>● Safety Rails</li> <li>● Ramps</li> </ul>	<ul style="list-style-type: none"> <li>● Change complexity of task</li> <li>● Increased time</li> <li>● Modeling appropriate skills</li> <li>● Needed items within reach</li> <li>● Stabilization strategies</li> <li>● Use visual supports</li> <li>● Verbal and/or visual cues</li> </ul>	<ul style="list-style-type: none"> <li>● Adapted eating utensils</li> <li>● Adapted dressing aids</li> <li>● Adapted cooking and food preparation aids</li> <li>● Adapted personal hygiene aids</li> <li>● Adapted household cleaning tools and appliances</li> <li>● Adapted toileting equipment</li> <li>● Picture cues</li> <li>● Environmental control units</li> <li>● Power control units</li> <li>● Slant board/book holders for positioning</li> <li>● Transfer boards</li> <li>● Switches</li> </ul>
<p><b>Recreation and Leisure:</b></p> <ul style="list-style-type: none"> <li>● Participate in games and play activities</li> <li>● Participate in art activities</li> <li>● Participate in sports and exercise activities</li> <li>● Listen to music</li> <li>● Read a book</li> <li>● Watch TV/Movie</li> <li>● Play with toys</li> <li>● Participate in social media/online communities</li> <li>● Use the computer/internet</li> </ul>	<ul style="list-style-type: none"> <li>● Art materials</li> <li>● Books and magazines</li> <li>● Games</li> <li>● Computer/tablet/word processor</li> <li>● Document camera</li> <li>● Music (e.g. musical instruments, digital player, CD player, etc.)</li> <li>● Puzzles</li> <li>● Sports and exercise equipment</li> <li>● Toys</li> </ul>	<ul style="list-style-type: none"> <li>● Adjust workspace for easier access</li> <li>● Adult/peer assistance</li> <li>● Change complexity of task</li> <li>● Model appropriate skills</li> <li>● Modify games and activities</li> <li>● Sensory supports               <ul style="list-style-type: none"> <li>○ auditory</li> <li>○ tactile</li> <li>○ visual</li> </ul> </li> <li>● Use readily available materials to provide modifications</li> <li>● Verbal and/or visual cues</li> </ul>	<ul style="list-style-type: none"> <li>● Puzzles with knobs</li> <li>● Switch adapted spinners</li> <li>● Oversized dice</li> <li>● Adapted utensil holders (i.e. crayons, paint brush, stamps)</li> <li>● Raised line coloring sheets</li> <li>● Adapted scissors</li> <li>● Card holders</li> <li>● Adaptive sports equipment</li> <li>● Adapted games</li> <li>● Adapted books</li> <li>● Specialized format books</li> <li>● Adapted music with symbols</li> <li>● Adapted instruments</li> <li>● Non-skid surface</li> <li>● Switch accessible toys/devices</li> <li>● Environmental control devices</li> <li>● Power control units and battery adapters</li> </ul>

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**Georgia Project for Assistive Technology**  
**Assistive Technology Consideration Resource Guide**

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/Strategies	D. Assistive Technology Solutions
			<ul style="list-style-type: none"> <li>• Alternate access/accessibility features               <ul style="list-style-type: none"> <li>○ adapted pointers</li> <li>○ alternative mice</li> <li>○ alternative keyboards</li> <li>○ switch access</li> <li>○ screen readers</li> <li>○ magnifiers</li> </ul> </li> </ul>
<p><b>Pre-vocational and Vocational:</b></p> <ul style="list-style-type: none"> <li>• Completes assigned tasks within designated timelines</li> <li>• Utilize tools and/or equipment to complete tasks</li> <li>• Completes single and multiple step tasks</li> <li>• Stays on task until work is complete</li> <li>• Stays on task without supervision</li> <li>• Self-advocates to get needs met</li> <li>• Procurement of accessible instructional materials (AIMs)</li> <li>• Contacts post-secondary service providers to obtain assistance</li> <li>• Manages finances</li> <li>• Safely navigates community and local environments</li> <li>• Completes steps to obtain a job</li> </ul>	<ul style="list-style-type: none"> <li>• Computer/tablet/word processor</li> <li>• Document camera</li> <li>• Office equipment</li> <li>• Pencil and paper</li> <li>• Sorting and assembling materials</li> <li>• Timers and watches</li> </ul>	<ul style="list-style-type: none"> <li>• Break tasks into smaller steps/segments</li> <li>• Cooperative participation with peers and adults</li> <li>• Daily planner book</li> <li>• Determine and teach regularly traveled routes to students with visual impairments</li> <li>• Follow a picture task analysis</li> <li>• Individualized task and material modifications to meet student needs</li> <li>• Location identifiers</li> <li>• Modification of task length and complexity</li> <li>• Orientation to unfamiliar environments</li> <li>• Sensory supports               <ul style="list-style-type: none"> <li>○ auditory</li> <li>○ tactile</li> <li>○ visual</li> </ul> </li> <li>• Show a model of the end product</li> <li>• Sighted guide for visually impaired</li> <li>• Student self-monitoring sheets</li> <li>• Teacher modeling</li> <li>• Verbal and/or visual cues</li> </ul>	<ul style="list-style-type: none"> <li>• Watches and timers</li> <li>• Electronically scanned application</li> <li>• Device, Software or App               <ul style="list-style-type: none"> <li>○ auditory reminders</li> <li>○ speech prompting</li> <li>○ daily planners</li> <li>○ outlining/graphic organizers</li> <li>○ financial management software</li> <li>○ screen enlargement</li> <li>○ document scanner</li> <li>○ OCR scanning software</li> <li>○ braille translation software</li> <li>○ braille note taker with refreshable display</li> <li>○ braille embosser</li> <li>○ digital recorder/player</li> <li>○ long white cane</li> <li>○ GPS for students with visual impairments</li> <li>○ smart phone with appropriate apps</li> </ul> </li> <li>• Augmentative &amp; Alternative Communication (AAC) solutions</li> <li>• Alternate access/accessibility features               <ul style="list-style-type: none"> <li>○ adapted pointers</li> <li>○ alternative mice</li> <li>○ alternative keyboards</li> <li>○ switch access</li> <li>○ screen readers</li> <li>○ magnifiers</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Video modeling</li> <li>• Work checklist</li> </ul>	
<p><b>Seating, Positioning, and Mobility:</b></p> <ul style="list-style-type: none"> <li>• Moves about/ambulates around the classroom, school, and/or community</li> <li>• Manipulates educational materials as required in assigned activities</li> <li>• Maintains appropriate seating/position for participation in relevant activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs, desks and tables</li> <li>• Computer workstations</li> </ul>	<ul style="list-style-type: none"> <li>• Adult assistance</li> <li>• Modification of requirements based upon student's daily energy level and the task to be completed</li> <li>• Modifications to standard chairs, tables, desks</li> <li>• Provide ergonomic seating and positioning</li> <li>• Provide multiple seating and positioning options throughout the day</li> <li>• Wheelchair friendly classroom set-up</li> </ul>	<ul style="list-style-type: none"> <li>• Positioning Aids (e.g., prone and supine standers, side lyers)</li> <li>• Adapted Classroom Equipment (e.g., tables, chairs and desks)</li> <li>• Hospital beds</li> <li>• Reacher/Grabber</li> <li>• Lifts for transfers</li> <li>• Mounting systems</li> <li>• Bookstand</li> <li>• Walkers</li> <li>• Crutches/canes</li> <li>• Wheelchairs (manual/electric)               <ul style="list-style-type: none"> <li>○ supports</li> <li>○ accessories</li> </ul> </li> </ul>

The assistive technology solutions referenced in this document are included to provide general categories of different types of devices and services used by students with disabilities. The document does not include all assistive technology device and/or service categories.