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)

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<th>A. Area and Sample Instructional Tasks</th>
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<td>- Copy information</td>
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<tr>
<td>- Write letters/words/numbers</td>
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<tr>
<td>- Align numbers and text</td>
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<td>- Write from dictation</td>
<td>Letter and number strip</td>
<td>Optimal student seating</td>
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<tr>
<td>- Writes legibly</td>
<td>Paper/writing surface</td>
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<tr>
<td>- Complete written worksheets and/or tests</td>
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<td>o away from extraneous noises</td>
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<tr>
<td>- Outline/organize thoughts</td>
<td>Pencil</td>
<td>o close proximity to the teacher (distance)</td>
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<tr>
<td>- Write sentences, paragraphs or narratives</td>
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<td>o individualized visual</td>
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<tr>
<td>- Take notes</td>
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<td>Pencil grip or other alternative writing aids</td>
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<td>- Graph</td>
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<td>Adapted paper</td>
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<td>- Use appropriate spelling,</td>
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<td>Positioning Aids (slant board/clip board)</td>
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<td>Non-slip material</td>
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<td>Personal dry erase board</td>
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<td>Slate and stylus</td>
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<td>Timers</td>
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<td>Device, software or app</td>
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<td>o spell and grammar checker</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o outlining/ graphic organizers</td>
</tr>
</tbody>
</table>
## A. Area and Sample Instructional Tasks
- Grammar, punctuation, and/or capitalization
- Use digital tools to produce and publish writing
- Writes within time frames

## B. Standard Classroom Materials

## C. Accommodations/Modifications/Strategies
- Proximity to educational environment/materials
  - Oral dictation
  - Peer note taker
  - Picture symbols to supplement written words
  - Pre-teach content specific vocabulary
  - Provide outline or copy of lecture notes
  - Use outline and/or webbing strategies
  - Word banks, sentence starters, and cloze format writing activities for supports

## D. Assistive Technology Solutions
- Note taking
- Word prediction
- Word processor
  - Text-and-picture-based
  - Text-to-speech (talking)
  - Speech recognition
  - Portable
- Anti-glare screen
- Digital recorders/recording software
- Smartpen
- Onscreen keyboard
- Screen enlargement
- Document scanner
- Electronically scanned worksheets
- Online dictionaries
- Literacy suite software
- Advanced reading and writing aid software that includes:
  - Optical Character Recognition
  - Text-to-speech with highlighting
  - Study tools
  - Dictionary
  - Word prediction
- Braille writer
- Braille note taker with refreshable display
- Alternate access/accessibility features
  - Adapted pointers
  - Alternative mice
  - Keyguards
  - Alternative keyboards
  - Switch access
  - Screen readers
  - Speech recognition
  - Magnifiers

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<td><strong>Spelling:</strong></td>
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<td>• Identify correctly spelled word</td>
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<tr>
<td>• Spell words orally</td>
<td>Dictionary, grammar and/or spell checker</td>
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<td>• Use correct homonyms</td>
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<td>Interactive whiteboard</td>
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<td>o word processor</td>
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<td>▪ picture-based</td>
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<td>▪ text-to-speech</td>
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<td>▪ speech recognition</td>
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<td>o online dictionaries</td>
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<td>o advanced reading and writing aid software that includes:</td>
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<td>▪ Optical Character Recognition</td>
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<td>▪ text-to-speech with highlighting</td>
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<td>▪ word prediction</td>
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<td></td>
<td></td>
<td></td>
<td>▪ word prediction</td>
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<tr>
<td><strong>Reading:</strong></td>
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<td>Page fluffers</td>
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<td>Document camera</td>
<td>• Custom vocabulary list</td>
<td>Positioning Aids (slant board/book holders for positioning books)</td>
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<tr>
<td>• Identify letters/numbers</td>
<td>Electronic texts</td>
<td>• Decrease assignment length</td>
<td>Colored paper, overlay filters or lens</td>
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<td>• Recognize/read name</td>
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<td>• Decodes words</td>
<td>Projected information</td>
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<td>Portable dictionary with speech output</td>
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<td>• Read common high-frequency words by sight</td>
<td>Supplemental texts</td>
<td>• Highlight to emphasize key points</td>
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<td>• Read words, sentences and/or longer passages</td>
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<td>• Comprehend age/grade appropriate reading materials</td>
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<td>o Literal meaning</td>
<td>Whiteboard</td>
<td>• Optimal student seating</td>
<td>o audio</td>
</tr>
<tr>
<td>o Inferential meaning</td>
<td>Worksheets</td>
<td>o appropriate lighting (not facing glare or in shadows)</td>
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<td>o Main idea</td>
<td></td>
<td>o away from extraneous noises</td>
<td>o braille</td>
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<tr>
<td>• Summarize key points</td>
<td></td>
<td>o close proximity to the teacher (distance)</td>
<td>Adapted books</td>
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<tr>
<td>• Retell stories with key details in correct sequence</td>
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<td>Device, software or app</td>
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<td>o variable color text/background combinations</td>
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<td>o word processor</td>
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## A. Area and Sample Instructional Tasks

- Reads with fluency  
  - individualized visual proximity to educational environment/materials  
  - Peer/adult assistance  
  - Pre-teach new vocabulary  
  - Provide key points/details ahead of time  
  - Provide picture symbols to supplement printed words  
  - Provide questions ahead of time  
  - Provide two sets of textbooks  
  - Read text aloud  
  - Supplement print with audio  

## B. Standard Classroom Materials

- Calculator  
- Computer/tablet/word processor  
- Document camera  
- Formula sheet  
- Graph paper  
- Interactive whiteboard  
- Manipulatives  
- Math chart  
- Math drawing tools  
- Math fact sheet  
- Number line  

## C. Accommodations/Modifications/Strategies

- Change assignment format  
- Change complexity of material  
- Color-code operation symbols and/or text  
- Decrease assignment length  
- Dictionary of math terms  
- Group similar problems together  
- Have students verbalize the process  
- Increase print size  
- Increased time  
- Peer/adult assistance  
- Provide additional spacing between problems

## D. Assistive Technology Solutions

- picture-based  
- text-to-speech  
- eBook Readers  
- literacy suite software  
- document scanner  
- advanced reading and writing aid software that includes:  
  - Optical Character Recognition  
  - text-to-speech with highlighting  
  - study tools  
  - dictionary  
  - word prediction  
- braille note taker with refreshable display  

- Alternate access/accessibility features  
  - adapted pointers  
  - alternative mice  
  - keyguards  
  - alternative keyboards  
  - switch access  
  - screen readers  
  - magnifiers

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### Math:

- Identify numbers  
- Use number concepts  
- Complete basic calculations  
- Complete complex calculations  
- Complete math word problems  
- Use time concepts  
- Use money concepts  
- Use measurement concepts  
- Use geometric concepts  
- Use fractions and decimals  
- Use and interpret data  
- Explain knowledge of mathematical process

- Calculator  
- Computer/tablet/word processor  
- Document camera  
- Formula sheet  
- Graph paper  
- Interactive whiteboard  
- Manipulatives  
- Math chart  
- Math drawing tools  
- Math fact sheet  
- Number line

- Change assignment format  
- Change complexity of material  
- Color-code operation symbols and/or text  
- Decrease assignment length  
- Dictionary of math terms  
- Group similar problems together  
- Have students verbalize the process  
- Increase print size  
- Increased time  
- Peer/adult assistance  
- Provide additional spacing between problems

- Adapted paper  
- Tactile graphics  
- Calculator  
- Alternative calculators  
  - talking  
  - on-Screen  
  - braille  
  - money  
- Talking watch/clock  
- Device, Software or App  
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  - math translator  
  - document scanner  
  - electronic math worksheets
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<td>Re-phrase vocabulary in word problems</td>
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<td>Turn lined paper vertically for ready-made columns</td>
<td>o color identifier</td>
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<td>• Adapted measuring devices</td>
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<td>• Maintain ‘to do’ list</td>
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<td>• Follow organizational system</td>
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<td>• Complete assigned task within</td>
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<td>designated timelines</td>
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<td>• Request teacher/peer assistance</td>
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<td>▪ text-to-speech with highlighting</td>
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<td>when needed</td>
<td>Social learning networks</td>
<td>o close proximity to the teacher (distance)</td>
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<td>• Have appropriate materials/</td>
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<td>• Compile and organize information</td>
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<td>• Timers</td>
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<td>from various sources</td>
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<td>• Specialized tote for students with visual impairments</td>
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</tbody>
</table>

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### A. Area and Sample Instructional Tasks

- Follow verbal directions
- Listen to stories and answer questions
- Listen to classroom discussion and apply information
- Listen to teacher lecture and apply information
- Listen to verbally presented information and retell with correct sequencing and facts
- Listen to videos to gather information about current instructional topics
- Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm)
- Paraphrase information heard
- Focus on/understand verbal responses by classroom peers

### B. Standard Classroom Materials

- Closed captioning access to caption ready television and video presentations
- Computer/tablet/word processor
- Digital recorder/player
- Headphones for clarity of sound and blocking of extraneous noises
- Document camera
- Interactive whiteboard
- Projection system/overhead projector
- Television
- Video player

### C. Accommodations/Modifications/Strategies

- Provide portable electronic storage file system
  - cloud technology
  - portable hard drive
  - USB flash drive
- Provide print copies of ordered steps in a task
- Sensory supports
  - auditory
  - tactile
  - visual
- Show a model of the end product
- Student checklist
- Study carrel

### D. Assistive Technology Solutions

- Audio-tape verbally presented information for repeated presentation
- Break directions into smaller steps/segments
- Have student verbally summarize directions
- Optimal student seating
  - appropriate lighting (not facing glare or in shadows)
  - away from extraneous noises
  - close proximity to the teacher (distance)
  - individualized visual proximity to educational environment/materials
- Peer note-taker
- Pre-teach vocabulary and/or components of the lesson

### Hearing/Listening:

- Amplification systems
  - soundfield system
  - assistive listening devices
- Alerting devices
- Telecommunication devices
- Digital recorder with indexing capability
- Device, software or app
  - audiobooks
  - note taking
  - smartpen
  - speech recognition for converting teacher lecture to text and/or sign
- Closed captioning
- Translation services

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## A. Area and Sample Instructional Tasks
- Understand auditory information presented via instructional media

## B. Standard Classroom Materials
- Books
- Computer/tablet/word processor
- Document camera
- Interactive Whiteboard
- Manipulatives
- Non-verbal communication (gestures and body language)
- Verbal communication
- Writing materials

## C. Accommodations/Modifications/Strategies
- Provide a written outline of lecture
- Provide organizer in advance
- Provide print copy of script in videotapes
- Provide sign language/oral interpreter
- Provide unobstructed view of the teacher
- Reduce distractions
- Use gestures
- Use verbal prompts
- Use visual supports (picture symbols, diagrams, maps)

## D. Assistive Technology Solutions
- Speech amplification systems
- Communication representation (objects, pictures, symbols, tactile, letters, words)
- Augmentative & Alternative Communication (AAC) solutions
  - sign language / gestures
  - communication books/boards/wallets/vests
  - Picture Exchange Communication Systems
  - voice Output Communication Aids
    - digitized / synthesized
    - multi-level
    - static / dynamic display
    - computer/tablet app-based
- Device, Software or App
  - computer
  - tablet
- Alternate access/accessibility features
  - adapted pointers
  - alternative mice
  - alternative keyboards
  - switch access

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### A. Area and Sample Instructional Tasks

### B. Standard Classroom Materials
- ADA compliant accessibility features
- Computer/tablet/word processor
- Document camera
- Eating and cooking utensils
- Personal hygiene tools
- Safety Rails
- Ramps

### C. Accommodations/Modifications/Strategies
- Change complexity of task
- Increased time
- Modeling appropriate skills
- Needed items within reach
- Stabilization strategies
- Use visual supports
- Verbal and/or visual cues

### D. Assistive Technology Solutions
- Screen readers
- Magnifiers
- Graphic organizers
- Digital recorders
- Adapted eating utensils
- Adapted dressing aids
- Adapted cooking and food preparation aids
- Adapted personal hygiene aids
- Adapted household cleaning tools and appliances
- Adapted toileting equipment
- Picture cues
- Environmental control units
- Power control units
- Slant board/book holders for positioning
- Transfer boards
- Switches

### Activities of Daily Living:
- Feeding self
- Prepare snack & meals
- Dressing self
- Perform personal hygiene and grooming tasks
- Perform medically necessary procedures
- Perform simple household chores
- Transferring self
- Toileting self

### Recreation and Leisure:
- Participate in games and play activities
- Participate in art activities
- Participate in sports and exercise activities
- Listen to music
- Read a book
- Watch TV/Movie
- Play with toys
- Participate in social media/online communities
- Use the computer/internet

- Art materials
- Books and magazines
- Games
- Computer/tablet/word processor
- Document camera
- Music (e.g. musical instruments, digital player, CD player, etc.)
- Puzzles
- Sports and exercise equipment
- Toys

- Adjust workspace for easier access
- Adult/peer assistance
- Change complexity of task
- Model appropriate skills
- Modify games and activities
- Sensory supports
  - Auditory
  - Tactile
  - Visual
- Use readily available materials to provide modifications
- Verbal and/or visual cues

- Puzzles with knobs
- Switch adapted spinners
- Oversized dice
- Adapted utensil holders (i.e. crayons, paint brush, stamps)
- Raised line coloring sheets
- Adapted scissors
- Card holders
- Adaptive sports equipment
- Adapted games
- Adapted books
- Specialized format books
- Adapted music with symbols
- Adapted instruments
- Non-skid surface
- Switch accessible toys/devices
- Environmental control devices
- Power control units and battery adapters
<table>
<thead>
<tr>
<th>A. Area and Sample Instructional Tasks</th>
<th>B. Standard Classroom Materials</th>
<th>C. Accommodations/Modifications/Strategies</th>
<th>D. Assistive Technology Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-vocational and Vocational:</td>
<td></td>
<td>• Break tasks into smaller steps/segments</td>
<td>• Alternate access/accessibility features</td>
</tr>
<tr>
<td>• Completes assigned tasks within designated timelines</td>
<td>• Computer/tablet/word processor</td>
<td>• Cooperative participation with peers and adults</td>
<td>o adapted pointers</td>
</tr>
<tr>
<td>• Utilize tools and/or equipment to complete tasks</td>
<td>• Document camera</td>
<td>• Daily planner book</td>
<td>o alternative mice</td>
</tr>
<tr>
<td>• Completes single and multiple step tasks</td>
<td>• Office equipment</td>
<td>• Determine and teach regularly traveled routes to students with visual impairments</td>
<td>o alternative keyboards</td>
</tr>
<tr>
<td>• Stays on task until work is complete</td>
<td>• Pencil and paper</td>
<td>• Follow a picture task analysis</td>
<td>o switch access</td>
</tr>
<tr>
<td>• Stays on task without supervision</td>
<td>• Sorting and assembling materials</td>
<td>• Individualized task and material modifications to meet student needs</td>
<td>o screen readers</td>
</tr>
<tr>
<td>• Self-advocates to get needs met</td>
<td>• Timers and watches</td>
<td>• Location identifiers</td>
<td>o magnifiers</td>
</tr>
<tr>
<td>• Procurement of accessible instructional materials (AIMs)</td>
<td></td>
<td>• Modification of task length and complexity</td>
<td></td>
</tr>
<tr>
<td>• Contacts post-secondary service providers to obtain assistance</td>
<td></td>
<td>• Orientation to unfamiliar environments</td>
<td></td>
</tr>
<tr>
<td>• Manages finances</td>
<td></td>
<td>• Sensory supports</td>
<td>• Auditory reminders</td>
</tr>
<tr>
<td>• Safely navigates community and local environments</td>
<td></td>
<td>o auditory</td>
<td></td>
</tr>
<tr>
<td>• Completes steps to obtain a job</td>
<td></td>
<td>o tactile</td>
<td>• Speech prompting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o visual</td>
<td>• Daily planners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Show a model of the end product</td>
<td>• Outlining/Graphic organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sighted guide for visually impaired</td>
<td>• Financial Management software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student self-monitoring sheets</td>
<td>• Screen enlargement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher modeling</td>
<td>• Document scanner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Verbal and/or visual cues</td>
<td>• OCR scanning software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Braille translation software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Braille note taker with refreshable display</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Braille embosser</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Digital recorder/player</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Long white cane</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• GPS for students with visual impairments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Smart phone with appropriate apps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Augmentative &amp; Alternative Communication (AAC) solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Alternate access/accessibility features</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o adapted pointers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o alternative mice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o alternative keyboards</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o switch access</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o screen readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o magnifiers</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Seating, Positioning, and Mobility:</td>
<td>Chairs, desks and tables</td>
<td>Adult assistance</td>
<td>Positioning Aids (e.g., prone and supine standers, side lyers)</td>
</tr>
<tr>
<td>• Moves about/ambulates around the classroom, school, and/or community</td>
<td>Computer workstations</td>
<td>Modification of requirements based upon student's daily energy level and the task to be completed</td>
<td>Adapted Classroom Equipment (e.g., tables, chairs and desks)</td>
</tr>
<tr>
<td>• Manipulates educational materials as required in assigned activities</td>
<td></td>
<td>Modifications to standard chairs, tables, desks</td>
<td>Hospital beds</td>
</tr>
<tr>
<td>• Maintains appropriate seating/position for participation in relevant activities</td>
<td></td>
<td>Provide ergonomic seating and positioning</td>
<td>Reacher/Grabber</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide multiple seating and positioning options throughout the day</td>
<td>Lifts for transfers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wheelchair friendly classroom set-up</td>
<td>Mounting systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bookstand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wheelchair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crutches/canes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walkers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wheelchair (manual/electric)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o accessories</td>
</tr>
</tbody>
</table>

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.