Hancock County Schools
Assistive Technology Checklist

Writing

Mechanics of Writing
- ❑ Regular pencil/pen
- ❑ Pencil/pen with adaptive grip
- ❑ Adapted paper (raised line, highlighted lines)
- ❑ Slantboard
- ❑ Use of prewritten words/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: _____

Computer Access
- ❑ Keyboard w/accessibility options
- ❑ Word prediction, abbreviation/expansion to reduce keystrokes
- ❑ Keyguard
- ❑ Arm support
- ❑ Track ball/track pad/joystick w/on-screen keyboard
- ❑ Alternate Keyboard
- ❑ Mouth stick/Head mouse w/onscreen keyboard
- ❑ Switch with Morse Code
- ❑ Switch with scanning
- ❑ Voice recognition software
- ❑ Touch window
- ❑ Other: _____

Composing Written Material
- ❑ Word cards/word book/word wall
- ❑ Pocket dictionary/thesaurus
- ❑ Writing templates
- ❑ Electronic/talking electronic dictionary thesaurus/spell checker
- ❑ Word processing w/spell or grammar checker
- ❑ Talking word processor
- ❑ Abbreviation/expansion
- ❑ Word processing w/writing supports
- ❑ Multimedia software
- ❑ Voice Recognition software
- ❑ Other: _____

Communication
- ❑ Communication board/book w/pictures objects/letters words
- ❑ Picture symbol system (ex: PECS)
- ❑ Eye gaze board/frame
  Simple voice output device
- ❑ Voice output device w/levels
- ❑ Voice output device w/icons 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 (page fluffers, 3 ring binder)
- ❑ Use of picture/symbols with text
- ❑ Talking electronic device/software to pronounce challenging words
- ❑ Single word scanners
- ❑ Scanner with OCR and talking word processor
- ❑ Software to read websites and emails
- ❑ Electronic books
- ❑ Other: _____

Learning/Studying
- ❑ Print or picture schedule
- ❑ Low tech aids to find materials (index tabs, color coded folders)
- ❑ Highlight text (markers, highlight tape, ruler)
- ❑ Recorded material (books on tape, taped lectures w/number coded index)
- ❑ Voice output reminders for assignments, steps of task
- ❑ Electronic organizers
- ❑ Pagers/electronic reminders
- ❑ Single word scanners
- ❑ Hand-held scanners
- ❑ Software for concept development/manipulation of objects--may use alternate input device of switch or touch window
- ❑ Software for organization of ideas and studying
- ❑ Palm computers
- ❑ Other: _____

Math
- ❑ Abacus/Math line
- ❑ Enlarged math worksheets
- ❑ Low tech alternatives for answering
- ❑ Math "Smart Chart"
- ❑ Money calculator and Coinulator
- ❑ Tactile/voice output measuring devices
- ❑ Talking watches/clocks
- ❑ Calculator/calculator w/print out
- ❑ Calculator w/large keys and/or large display
- ❑ Talking calculator
- ❑ Calculator w/special features (fraction translation)
- ❑ On-screen/scanning calculator
- ❑ Alternative Keyboard (IntelliKeys)
- ❑ Software w/cueing for math computation (may use w/ adapted input methods)
- ❑ Voice recognition software
- ❑ Other: _____

Positioning Access and Mobility
Positioning and seating:
- ❑ Crawling Assists
- ❑ Sitting Equip.: Bolster, rolled towel, blocks for feet
- ❑ Floor Positioners
- ❑ Non-slip surface on chair to prevent slipping
- ❑ Adapted/alternate chair, sidelyer, stander
- ❑ Custom fitted wheelchair or insert
- ❑ Other: _____

Mobility:
- ❑ Walker
- ❑ Grab bars and rails
- ❑ Manual wheelchair including sports chair
- ❑ Powered mobility toy
- ❑ Powered scooter or cart
- ❑ Powered wheelchair w/joystick or other control
- ❑ Adapted vehicle for driving
- ❑ Other: _____

Listening and Hearing
- ❑ Personal FM units
- ❑ Classroom FM Devices
- ❑ Hearing Aids
- ❑ 3-D Loop systems
- ❑ Cochlear implant
- ❑ Signaling devices (lights, vibrating pagers)
- ❑ Closed caption device (TYY/TTD)
- ❑ Vibro-tactile aids
- ❑ Other: _____

Input Devices:
- ❑ Keyboards
- ❑ Pointers
- ❑ Voice-Activated Switches
- ❑ Eye-Motion Switches
- ❑ Touch Switches
- ❑ Macro Switches
- ❑ Other: _____

Activities of Daily Living (ADLS):
- ❑ Non slip 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 (foam handles, deep sides)
- ❑ Adaptive drinking devices (cup with cut-out rim)
- ❑ Adaptive dressing equipment (button hook, elastic shoe laces, Velcro instead of buttons, etc.)
- ❑ Adaptive devices for hygiene (adapted toothbrush, raised toilet seat, etc.)
- ❑ Adaptive bathing devices
- ❑ Adaptive equipment for cooking
- ❑ Velcro
- ❑ Other: _____

Vision
- ❑ Low vision devices
- ❑ Brailler
- ❑ Mountbatten
- ❑ Eyeglasses
- ❑ Other: _____

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

Interest/Motivators/Reinforcers
- ❑ Books_____
- ❑ Food _____
- ❑ Sensory stimulation _____
- ❑ Favorite theme (ex: Garfield)_____
- ❑ Objects _____
- ❑ Other: _____

Hancock County Schools
Referral for Assistive Technology Evaluation

1. Complete this form
2. Complete Permission to Evaluate Form (#3).
3. Attach copy of IEP.
4. Return to: Special Education Department, Board Office, New Cumberland, WV.

Student Name:	**Birthdate:**
School:	**Grade:**
Regular Education Teacher:	**Special Education Teacher:**
Disability:	**Is student being considered for a 504 plan? Yes No**

Reason for Referral:

Please check all the boxes under each category that apply for this student.

Type of communication currently used:

- ❑ Voice/speech
- ❑ Gestures
- ❑ Sign Language

- ❑ Eye Gaze
- ❑ Touch Cues
- ❑ Picture Symbols

- ❑ Communication Board
- ❑ Tactile Sign

Medical Considerations:

- ❑ History of seizures
- ❑ On medication for seizure control
- ❑ Has degenerative medical condition

- ❑ Has multiple health problems
- ❑ Has frequent ear infections
- ❑ Has known hearing loss
- ❑ Has digestive problems

- ❑ Currently taking medication for: _____
- ❑ Other (describe briefly):_____

Assistive Technology currently used:
Please complete attached checklist

What additional adaptations/modifications/devices have been tried? What was the outcome for each (how did it work or why you think it didn't work)?

_____
_____
_____
_____
_____
_____
_____
_____

Are there any behaviors that interfere with student's performance?

_____
_____
_____
_____
_____
_____
_____
_____

Are there significant factors about the student's strengths, learning style (visual, auditory, tactile) , coping strategies, or interest that the team should consider?
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Are there any other significant factors about the student that the team should consider?
_____
_____
_____
_____
_____
_____
_____
_____

Check the areas of concern for this student:

- ❑ Mechanics of writing
- ❑ Reading
- ❑ Seating and positioning
- ❑ Fine motor related to computer access

- ❑ Learning and studying
- ❑ Composing written material
- ❑ Communication
- ❑ Math
- ❑ Vision

- ❑ Hearing/listening
- ❑ Recreation and leisure
- ❑ Activities of Daily Living
- ❑ Environmental Control

_____
Signature of person completing this form

_____
Title

_____
Telephone #

_____
Best time to contact you

_____
Email address

_____
Date