

---

# Assistive Technology Devices and Services

## The Assistive Technology Process

Consideration

Evaluation

Documentation

Provision and Implementation

Family Involvement

Training and Professional Development

Student Involvement

Assistive Technology, Accessible Materials and Universal Design for Learning

State-of-the-Art Assistive Technology



---

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Students' individualized needs for assistive technology devices and services are considered and accommodated.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

---







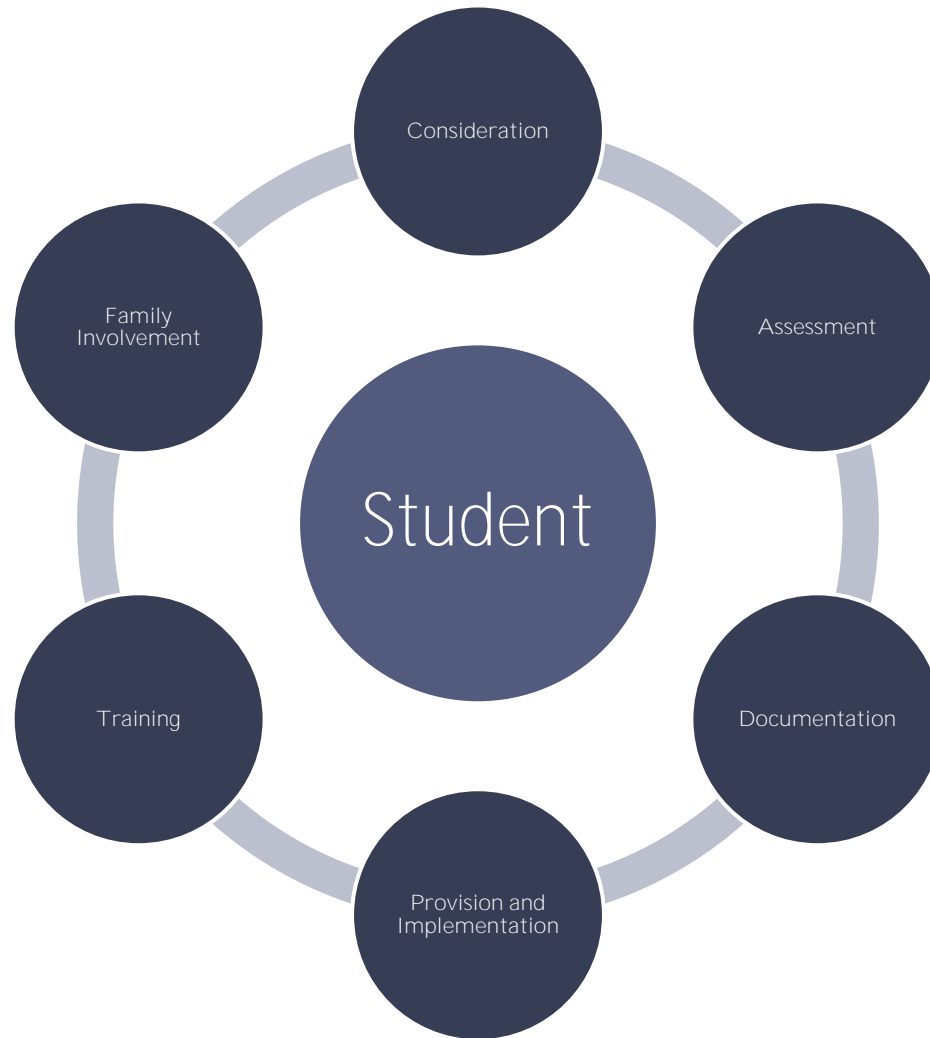
---

Assistive technology is a *process*.

Assistive technology is driven by the student, not the device.

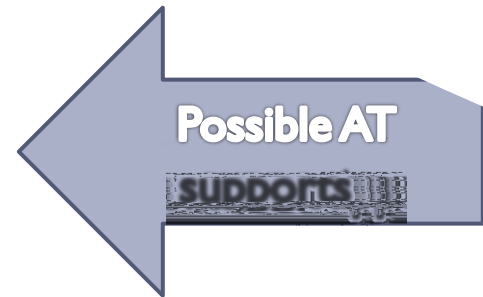
The stiv7.38 34 0 0 1 (Ass2es.17 T9)1 64.8 15







-----



**Environments and Challenge Areas**      **Possible AT Devices**      **Assistive Technology (AT) Consideration Checklist**

This checklist was designed to support Committees on Special Education (CSEs) and Committees on Preschool Education (CPSEs) in educational systems as they determine the needs of students with disabilities and the assistive technology (AT) that may be needed to meet those needs. This checklist is intended to be used as a guide to help CSEs and CPSEs determine the AT needs of students with disabilities and the AT that may be needed to meet those needs. It is not intended to be a checklist of all possible AT devices or to be used as a checklist of all possible AT devices.

**Environments and Challenge Areas**

- Physical Environment
  - Classroom
  - Office
  - Recreation
  - Transportation
  - Other
- Instructional Materials
  - Textbooks
  - Worksheets
  - Handouts
  - Other
- Instructional Methods
  - Direct Instruction
  - Indirect Instruction
  - Other
- Instructional Settings
  - Classroom
  - Office
  - Recreation
  - Transportation
  - Other
- Instructional Materials
  - Textbooks
  - Worksheets
  - Handouts
  - Other
- Instructional Methods
  - Direct Instruction
  - Indirect Instruction
  - Other
- Instructional Settings
  - Classroom
  - Office
  - Recreation
  - Transportation
  - Other

**Possible AT Devices**

- Communication
  - Text-to-Speech
  - Speech-to-Text
  - Text-to-Speech and Speech-to-Text
  - Other
- Organization
  - Checklist
  - Calendar
  - Other
- Productivity
  - Word Processing
  - Spreadsheets
  - Other
- Reading
  - Text-to-Speech
  - Other
- Writing
  - Speech-to-Text
  - Other
- Mathematics
  - Calculator
  - Other
- Science
  - Other
- History/Social Studies
  - Other
- Art
  - Other
- Physical Education
  - Other
- Other
  - Other

**Assistive Technology (AT) Consideration Checklist**

**Physical Environment**

- Classroom
  - Acoustic treatment
  - Lighting
  - Temperature
  - Humidity
  - Other
- Office
  - Acoustic treatment
  - Lighting
  - Temperature
  - Humidity
  - Other
- Recreation
  - Acoustic treatment
  - Lighting
  - Temperature
  - Humidity
  - Other
- Transportation
  - Acoustic treatment
  - Lighting
  - Temperature
  - Humidity
  - Other
- Other
  - Acoustic treatment
  - Lighting
  - Temperature
  - Humidity
  - Other

**Instructional Materials**

- Textbooks
  - Text-to-Speech
  - Other
- Worksheets
  - Text-to-Speech
  - Other
- Handouts
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other

**Instructional Methods**

- Direct Instruction
  - Text-to-Speech
  - Other
- Indirect Instruction
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other

**Instructional Settings**

- Classroom
  - Text-to-Speech
  - Other
- Office
  - Text-to-Speech
  - Other
- Recreation
  - Text-to-Speech
  - Other
- Transportation
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other

**Instructional Materials**

- Textbooks
  - Text-to-Speech
  - Other
- Worksheets
  - Text-to-Speech
  - Other
- Handouts
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other

**Instructional Methods**

- Direct Instruction
  - Text-to-Speech
  - Other
- Indirect Instruction
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other

**Instructional Settings**

- Classroom
  - Text-to-Speech
  - Other
- Office
  - Text-to-Speech
  - Other
- Recreation
  - Text-to-Speech
  - Other
- Transportation
  - Text-to-Speech
  - Other
- Other
  - Text-to-Speech
  - Other





---

Assistive technology must be documented appropriately in a student's individualized education program (IEP).

The IEP must describe any assistive technology devices and/or services needed for the student to benefit from education, including whether the use of a school-purchased assistive technology device is required to be used in the student's home or in other settings.

Document the specific assistive technology support required by the student in the IEP, even if the device is generally available in the student's classroom.

The continuing need for assistive technology devices/services and recommendations for how assistive technology can assist the student in his or her post-school activities should be included in the Student Exit Summary.

---

## Define Roles and Responsibilities

Acquisition

Direct  
Support

Customization

Data

Maintenance

Home Use



How does the CPSE or CSE plan for device acquisition and implementation?

Is assistive technology meaningfully integrated in all necessary contexts, including extracurricular activities and home as appropriate?



How is progress monitored in order to determine the ongoing effectiveness of assistive technology for individual students?

How are the responsibilities of device management and maintenance determined?

---

Includes special education staff, general education staff, support personnel and administrators

Supports an understanding that assistive technology facilitates students' progress and access to the general curriculum

Covers all aspects of the assistive technology process

Includes ongoing opportunities for learning

Leads to changes in practice





---

Families play an active role throughout the assistive technology process.

Family members provide support for assistive technology at home.

Families provide essential insights and perspectives about assistive technology use for their child.

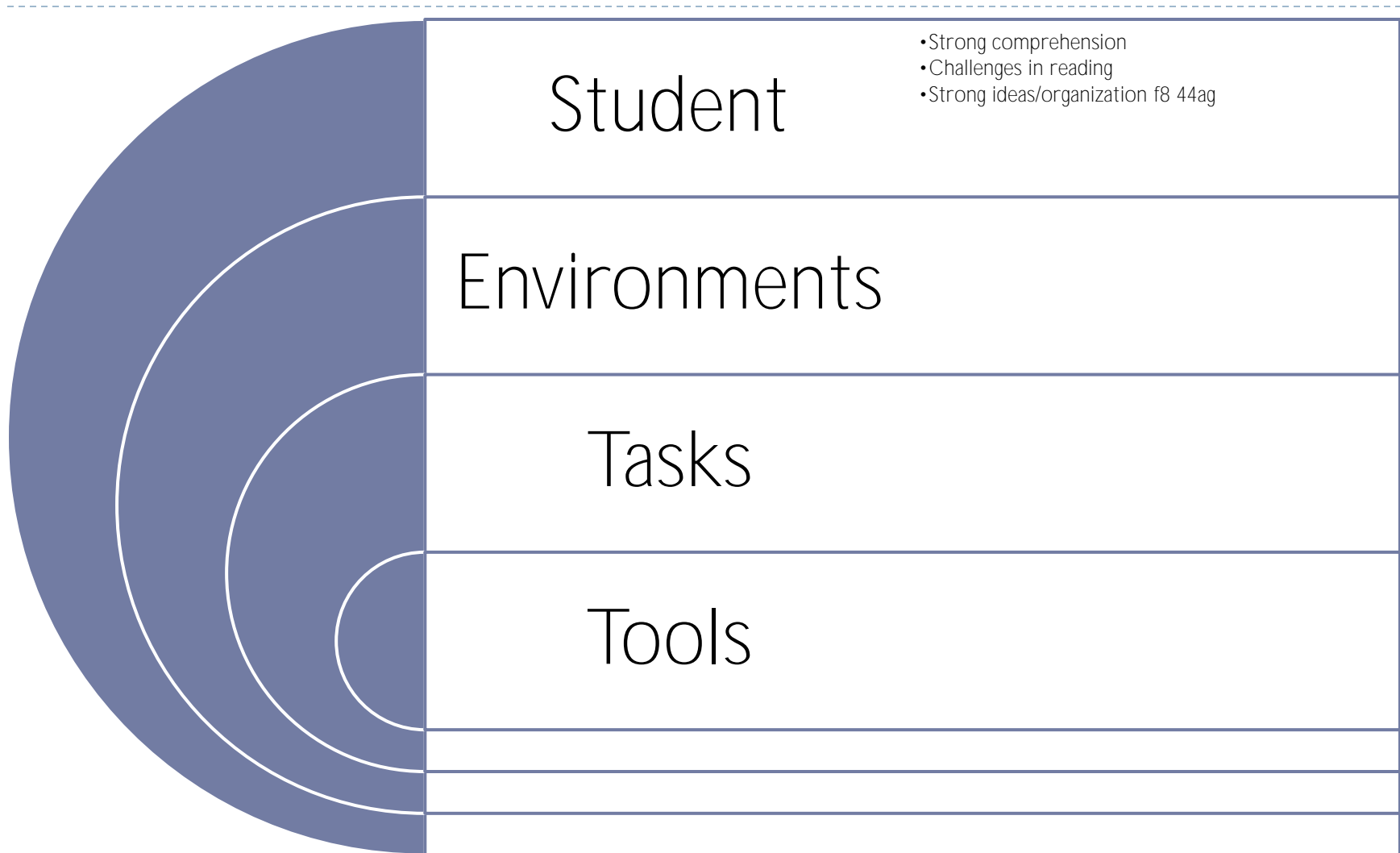
Families should be provided with information and support as necessary related to the use of assistive technology.

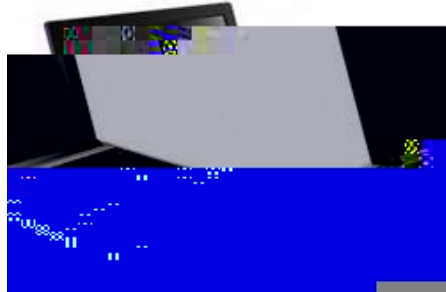
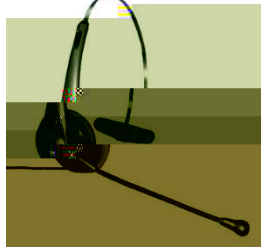
---





The individuals and events described in this case study are fictitious. Any resemblance to actual persons or events is purely coincidental.



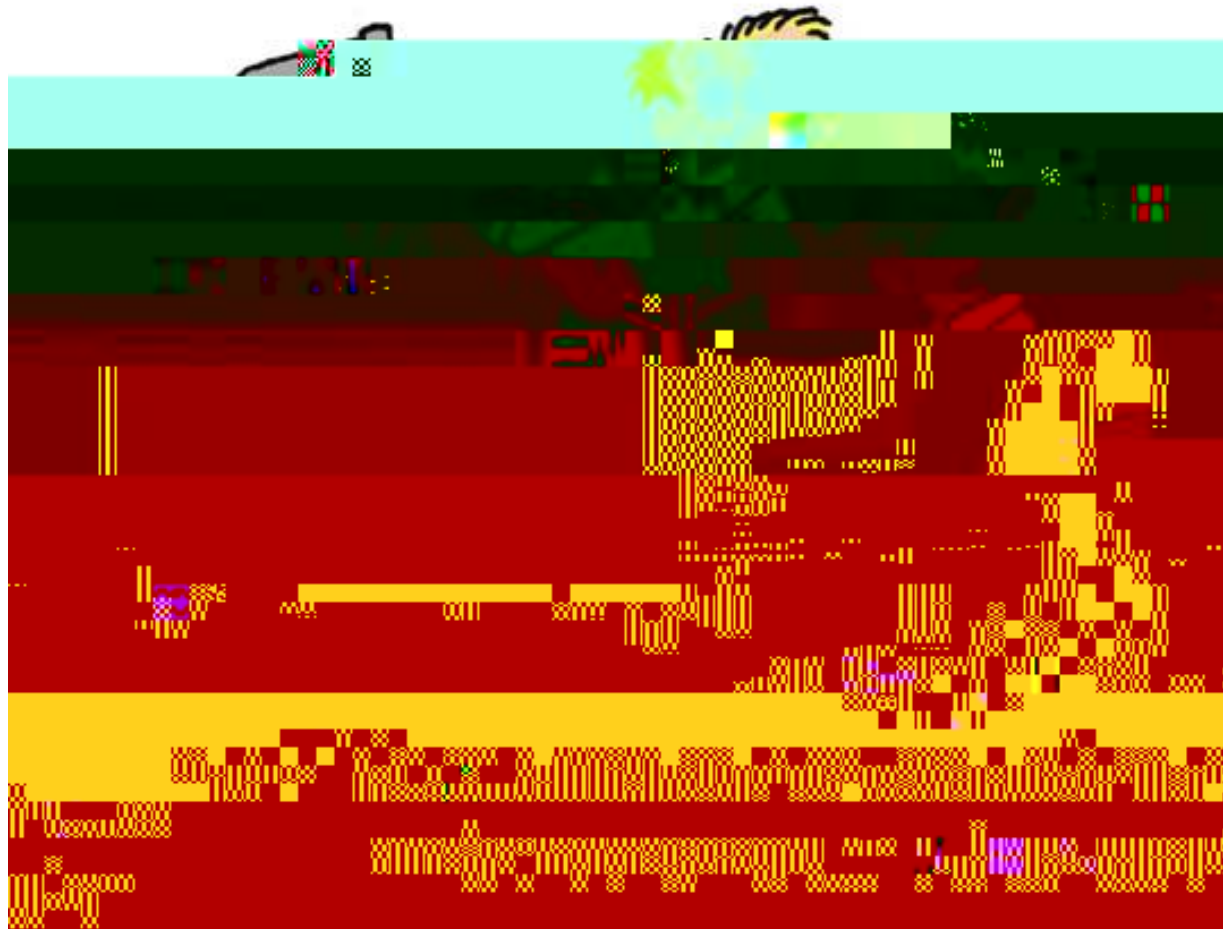


- 9 Evaluation results discussed
- 9 Assistive technology considered
- 9 Recommended assistive technology devices, services and trainings documented in the IEP



Access





# Cider

---

Consider how assistive technology is incorporated into schoolwide or districtwide technology initiatives.

Are CPSEs or CSEs considering a student's need for materials in alternate formats in conjunction with consideration for assistive technology devices and services?



Note some examples of the effective integration of both universal design for learning and assistive technology in your school.

Are "state-of-the-art" assistive technology devices considered for students with disabilities in your school or district as appropriate to meet a student's individual needs?

---

Consider assistive technology for each student with a disability.

Evaluate assistive technology for individual students.

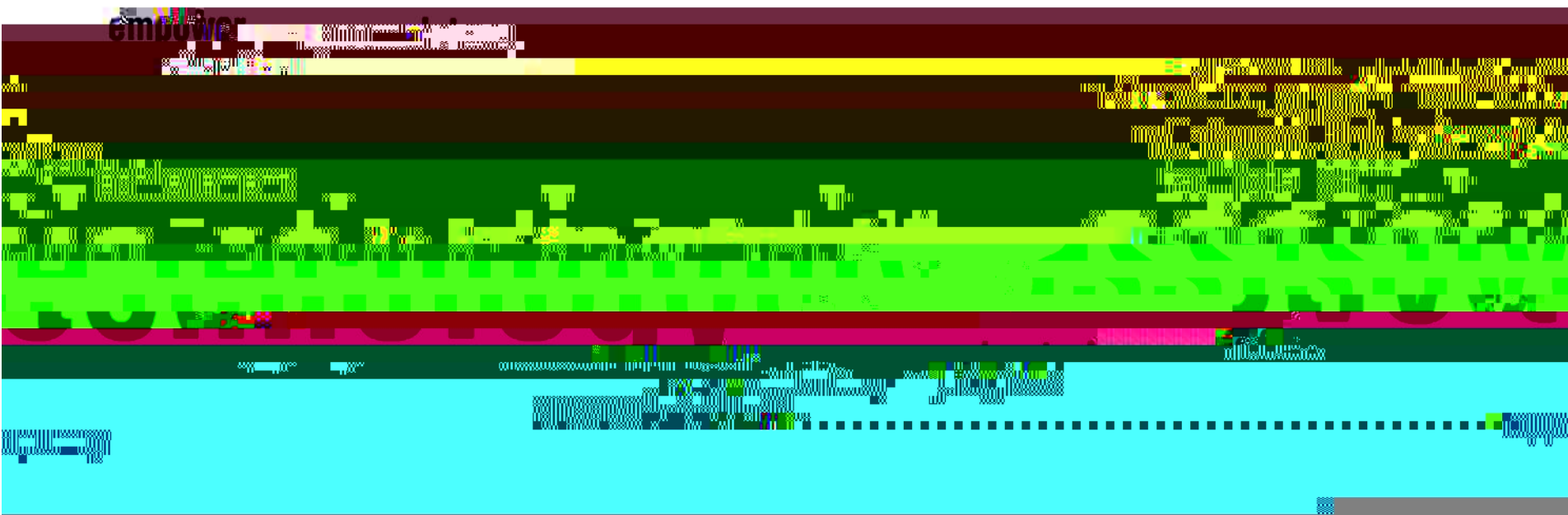
Document the assistive technology recommended for the student.

Provide training and professional development.

Assistive technology is driven by the student, not the device.







---

NYSED's Office of Special Education:

(518) 473-2878

[speced@nysed.gov](mailto:speced@nysed.gov)

<http://www.p12.nysed.gov/specialed/contacts.htm>

