

**East Baton Rouge Parish School System
Assistive Technology Consideration
Referral Packet**



Exceptional Student Services
Assistive Technology Department
Program Facilitator: Patricia Minnis, Ph.D., CCC-SLP
Phone: 225-929-8600 Ext. 8738 Email: PBrazier@ebrschools.org
Address: 6550 Seven Oaks Avenue Baton Rouge, LA 70806

East Baton Rouge Parish School System - Assistive Technology Consideration Referral Form- AT-1

Student Name:

School:

Date:

Page of

Exceptionality:

SID:

DOB:

Ethnicity:

Teacher:

Phone:

Room:

Directions: Use this form to consider the need for assistive technology (AT). Document the outcome on the student's IEP/ Service Plan. This form must be maintained in the student's IEP folder.

In developing each child's IEP, the IEP Team ... shall consider whether the child requires assistive technology devices and services. IDEA 614. (d) (3) (B) (5).

Part I. Identify any area that is keeping the student from accomplishing IEP goals that reflect his/her abilities, or identify any area where the student is already using AT.			Was 1 or more area(s) identified?
<input type="checkbox"/> A. Motor Aspects of Writing <input type="checkbox"/> B. Computer Access <input type="checkbox"/> C. Composing Written Material <input type="checkbox"/> D. Communication <input type="checkbox"/> E. Reading	<input type="checkbox"/> F. Learning/Studying <input type="checkbox"/> G. Math <input type="checkbox"/> H. Recreation <input type="checkbox"/> I. Activities of Daily Living <input type="checkbox"/> J. Mobility	<input type="checkbox"/> K. Environmental Control <input type="checkbox"/> L. Positioning and Seating <input type="checkbox"/> M. Vision <input type="checkbox"/> N. Hearing <input type="checkbox"/> O. Other: _____	<input type="checkbox"/> Yes - Go to Part II. <input type="checkbox"/> No – Consideration is complete.
Part II. A List the area(s) identified in Part I. Specify the task(s) the student is unable to do and the environment(s) where that task takes place. →		B. Briefly list or describe any special strategies, accommodations or technology already being used. →	C. Is the student able to successfully complete tasks at his/her ability with any special strategies, accommodations or technology already being used?
			<input type="checkbox"/> Yes - Current strategies are adequate. Consideration is complete. <input type="checkbox"/> Yes - The student's current use of AT is adequate. Consideration is complete. Document current use of AT on the IEP. <input type="checkbox"/> No - Go to Part III.
Part III. Select one of the following and proceed as described.			
AT is required. The IEP team knows the nature of the AT device/services needed and will address AT on the student's IEP.			
AT may be required. The IEP team determines that additional information is needed and will conduct additional AT screening. Record this statement on the IEP.			

Comments:

Form completed by:

Phone:

Room#:

Date:

*** If a student is experiencing difficulties in reading you must consider providing Accessible Educational Material (AEM). Please refer to page 5.**

Speech Therapist Program Facilitator:

Date:

Assigned to:

Location:

East Baton Rouge Parish School System
Assistive Technology Consideration Referral Form cont.

Student Name: _____ School: _____ Date: _____ Page _____ of _____

Directions: Use this additional workspace to identify areas of concern for Part II A and B. Return to Part II C to complete the Assistive Technology Consideration Checklist.

Part II. List the area(s) identified in Part I. Specify the task(s) the student is unable to do. →	Identify the environment(s) where that task takes place. →	Briefly list or describe any special strategies, accommodations or technology already being used. Return to Part II C to complete the checklist.

List of Possible Assistive Technology

Note: This list is provided to assist in the consideration of assistive technology for the development, review or revision of a student's educational program. It provides some tools and strategies that teams may want to investigate as possible technology solutions. This is not a complete list of assistive technology resources and strategies. The educational team should consider additional resources when making decisions for a student's needs.

A. Motor Aspects of Writing

- ☐ Accessible Educational Material(s) AEM
- ☐ Pencil or pen with adaptive grip
- ☐ Adapted paper (e.g. raised lines, highlighted lines, and so on)
- ☐ Slantboard
- ☐ Portable word processor
- ☐ Computer
- ☐ Other:

B. Computer Access

- ☐ Keyboard using accessibility options
- ☐ Keyguard
- ☐ Arm support (e.g. ergonomic support)
- ☐ Track ball, track pad, joystick with onscreen keyboard
- ☐ Alternate keyboard
- ☐ Mouth stick or head pointer with standard or alternate keyboard
- ☐ Switch with Morse code
- ☐ Switch with scanning
- ☐ Voice recognition software
- ☐ Word prediction software to reduce keystrokes
- ☐ Head mouse or head master/tracer with onscreen keyboard
- ☐ Other:

C. Composing Written Material

- ☐ Accessible Educational Material(s) AEM)

- ☐ Word cards, word book, or word wall
- ☐ Pocket dictionary or thesaurus
- ☐ Electronic or talking electronic dictionary, thesaurus, or spell checker
- ☐ Word processor with spelling and grammar checker
- ☐ Talking word processor for multi-sensory typing
- ☐ Multimedia software for expression of ideas (assignments)
- ☐ Concept mapping and outlining software
- ☐ Word processor with word prediction to facilitate spelling and sentence construction
- ☐ Voice recognition software
- ☐ Other:

D. Communication

- ☐ Communication board or book with pictures, objects, letters, or words
- ☐ Eye gaze board (Eye gaze communication)
- ☐ Simple voice output device
- ☐ Voice output device with levels
- ☐ Voice output device with dynamic display
- ☐ Voice output device with icon sequencing
- ☐ Device with speech synthesis for typing

E. Reading

- ☐ Accessible Educational Material(s) AEM
- ☐ Changes in text size, spacing, color, or background color
- ☐ Use of pictures with text
- ☐ Book adapted for page turning (e.g. *page fluffers*, 3-ring binder, cardboard in page protector)
- ☐ Talking electronic dictionary to pronounce challenging words
- ☐ Flatbed scanner with talking word processor
- ☐ Electronic books
- ☐ Text to speech software for Web and electronic text
- ☐ Concept mapping and outlining software
- ☐ Other:

F. Learning and Studying

- ☐ Accessible Educational Material(s) AEM
- ☐ Print or picture schedule
- ☐ Low-tech aids to find and organize materials (i.e., index tabs, color coded folders, pocket notebooks/binders)
- ☐ Highlight text (e.g. markers, highlight tape, ruler)
- ☐ Software for manipulation of objects or concept development.

List of Possible Assistive Technology

- ☐ Software for organization of ideas and studying
- ☐ Recorded material (books on tape, taped lectures with number coded index)
- ☐ Other:

G. Math

- ☐ Accessible Educational Material(s) AEM
- ☐ Abacus or math line
- ☐ Calculator, with or without print out
- ☐ Talking calculator
- ☐ Calculator with large keys or large LCD print out
- ☐ On-screen calculator
- ☐ Software with templates for math computation (consider adapted input methods)
- ☐ Tactile or voice output measuring devices (e.g. clock, ruler)
- ☐ Electronic math/concept manipulatives
- ☐ Other:

H. Recreation

- ☐ Adapted toys and games (e.g. toy with adaptive handle)
- ☐ Use of battery interrupter and switch to operate a toy
- ☐ Adaptive sporting equipment (e.g. lighted or bell ball, Velcro mitt)
- ☐ Universal cuff to hold crayons, markers, or paint brush
- ☐ Modified utensils (e.g. rollers, stampers, scissors)

- ☐ Ergonomic arm support arm for drawing or painting
- ☐ Drawing or graphic program on computer
- ☐ Recreational computer games/electronic games
- ☐ Music software on computer/adapted tape recorder, etc.
- ☐ Other:

I. Activities of Daily Living

- ☐ Adaptive eating devices (e.g. foam handle on utensil)
- ☐ Adaptive drinking devices (e.g. cup with cut out rim)
- ☐ Adaptive dressing equipment (e.g. button hook, reader)
- ☐ Other:

J. Mobility

- ☐ Walker
- ☐ Grab rails
- ☐ Manual wheelchair
- ☐ Powered mobility toy
- ☐ Powered wheelchair with joystick, head switch, or sip/puff controls
- ☐ Other:

K. Environmental Control

- ☐ Light switch extension
- ☐ Use of electronic control unit and switch to turn on electrical appliances (e.g. radio, fan, blender, and so on)
- ☐ Radio or ultrasound remote controlled appliances
- ☐ Other:

L. Positioning and Seating

- ☐ Nonslip surface on chair to prevent slipping
- ☐ Bolster, rolled towel, or blocks for feet
- ☐ Adapted or alternate chair, side lyer, stander
- ☐ Custom fitted wheel chair or insert
- ☐ Other:

M. Vision

- ☐ Accessible Educational Material(s) AEM
- ☐ Eye glasses
- ☐ Magnifier
- ☐ Large print books
- ☐ Screen magnifier (mounted over screen)
- ☐ Screen color contrast
- ☐ Screen magnification software
- ☐ CCTV (closed circuit television)
- ☐ Screen reader
- ☐ Braille keyboard and note taker
- ☐ Braille translation software
- ☐ Other:

N. Hearing

- ☐ Hearing aid
- ☐ FM System
- ☐ Classroom amplification
- ☐ Captioning
- ☐ Signaling device (e.g. vibrating pager)
- ☐ TDD/TTY for phone access
- ☐ Screen flash for alert signals on computer
- ☐ Other: _____

**EBR Schools Determining Student Need for
Accessible Educational Material(s) AEM-1**

Student Name:	SID# :	Current: <input type="checkbox"/> IEP <input type="checkbox"/> IAP (504) <input type="checkbox"/> Service Plan
School:	DOB:	Exceptionality:
Grade:	Phone:	Address:
Parent /Guardian Name:		

Given standard ***print-based** core curriculum materials used in the content areas, does the student have difficulty accessing or gaining meaning from these materials?
☐ YES, proceed with this form. ☐ NO, proceed with IAP/IEP development.

Probe	Evidence										
Would the student benefit from a <u>specialized format</u> or an <u>alternate format</u> of core curriculum materials? <input type="checkbox"/> YES <input type="checkbox"/> NO**	<p align="center">Specialized Formats and Alternate Formats</p> <p>Identify any changes to text format of standard print material that the student needs.</p> <table border="0"> <tr> <td>Specialized Formats</td> <td>Alternate Formats</td> </tr> <tr> <td><input type="checkbox"/> Standard print to enlarged print</td> <td><input type="checkbox"/> Electronic Text</td> </tr> <tr> <td><input type="checkbox"/> Standard print to Braille</td> <td><input type="checkbox"/> Picture-symbols</td> </tr> <tr> <td><input type="checkbox"/> Print-based to audio format</td> <td><input type="checkbox"/> Color of text or background color</td> </tr> <tr> <td><input type="checkbox"/> Print-based to digital format</td> <td><input type="checkbox"/> Use of style sheet structure for title, headings, etc.</td> </tr> </table>	Specialized Formats	Alternate Formats	<input type="checkbox"/> Standard print to enlarged print	<input type="checkbox"/> Electronic Text	<input type="checkbox"/> Standard print to Braille	<input type="checkbox"/> Picture-symbols	<input type="checkbox"/> Print-based to audio format	<input type="checkbox"/> Color of text or background color	<input type="checkbox"/> Print-based to digital format	<input type="checkbox"/> Use of style sheet structure for title, headings, etc.
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<input type="checkbox"/> Print-based to digital format	<input type="checkbox"/> Use of style sheet structure for title, headings, etc.										
Have any <u>factors</u> related to the student's disability been identified that contribute to the student's difficulty in accessing standard print-based curriculum materials? <input type="checkbox"/> YES <input type="checkbox"/> NO	<p align="center">Factors</p> <p>1. Identify factors that contribute to the student's difficulty in accessing standard print-based curriculum materials: <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Dyslexia <input type="checkbox"/> Perceptual <input type="checkbox"/> Attention Deficit Behaviors <input type="checkbox"/> Reading Disability <input type="checkbox"/> Auditory <input type="checkbox"/> Visual <input type="checkbox"/> Other:</p> <p>2. Where can above evidence be located for this student? <input type="checkbox"/> IEP <input type="checkbox"/> IAP <input type="checkbox"/> Evaluation?</p>										
Is the student able to read standard printed materials at a <u>sufficient rate and with adequate comprehension</u> in order to complete academic or curricular tasks with success, relative to same-age peers? <input type="checkbox"/> YES <input type="checkbox"/> NO	<p align="center">Current Reading Ability</p> <p>1. Identify the student's current performance indicated by data (DIBELs scores, Standardized Test Result, Informal Teacher Test, Teacher Observation and Formal Evaluation).</p> <p>2. Is the student's reading efficiency with standard print material adequate for timely completion of tasks? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>										
Do <u>other barriers</u> to reading proficiency exist? <input type="checkbox"/> YES <input type="checkbox"/> NO	<p align="center">Other Barriers</p> <p>Identify any barriers <u>other than</u> the print-based format that prevent student access to instructional materials. <input type="checkbox"/> Lack of instruction <input type="checkbox"/> Inadequate pre-requisite skills <input type="checkbox"/> Behaviors <input type="checkbox"/> Other:</p>										
Have <u>strategies</u> to address reading issues been successful? <input type="checkbox"/> YES <input type="checkbox"/> NO	<p align="center">Strategies</p> <p>List the strategies or accommodation to materials that have already been tried to address reading or access. Have they been successful? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>										
Would the student/educational team require <u>additional supports</u> for successful use and/or implementation of materials in an alternate format? <input type="checkbox"/> YES <input type="checkbox"/> NO	<p align="center">Additional Supports</p> <p>Identify additional instruction, assistive technology, supports, services, and/or training that will be needed by the student and others to use the materials effectively.</p>										
<p>* Print-based core materials are textbooks, workbooks, worksheets, basal textbooks and reproducible materials printed on paper, in books, or single sheet format.</p>											
Has the student been certified as having a "print disability" by the District Competent Authority? <input type="checkbox"/> YES <input type="checkbox"/> NO	Print Name:										
Is there a copy of the Verification of Eligibility to Use NIMAS Materials form in the student's file? <input type="checkbox"/> YES <input type="checkbox"/> NO	Signature:										
Is the student eligible to utilize files from the NIMAC or Bookshare.org? <input type="checkbox"/> YES <input type="checkbox"/> NO	Email address:										
Please supply an answer in every area of this form.	Phone: Date:										