



# WATI Assistive Technology Consideration Guide

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student's IEP. *We would like to help James with his writing skills. Two goals we decided on are as follows 1) James will self-edit his pieces for accurate capitalization, punctuation, and grammar in 85% of sentences written. 2) James will independently write a multi-paragraph writing piece with an introduction, body of supporting details written with a logical flow, and a conclusion.*
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task. *James is not currently able to complete these tasks with the strategies tried thus far.*
3. Is there available assistive technology (either devices, tools, hardware, or software) that could be used to address this task? (If none are known, review WATI's AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B. *No assistive technologies have been used at this point in James' instructional accommodations.*
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C. *We think that the use of a computer with comprehensive word processing software will aid James in meeting the tasks.*

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Motor Aspects of Writing			<i>Computer with comprehensive word processing software.</i>
<input type="checkbox"/> Computer Access			<i>James will have access to a computer in each of his academic classes.</i>
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Reading			

<input type="checkbox"/> Organization			
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Task <small>Assessing Students' Needs for Assistive Technology (2009)</small>	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
<input type="checkbox"/> Math			
<input type="checkbox"/> Recreation and Leisure			
<input type="checkbox"/> Activities of Daily Living (ADLs)			
<input type="checkbox"/> Mobility			
<input type="checkbox"/> Positioning and Seating			
<input type="checkbox"/> Vision			
<input type="checkbox"/> Hearing			
<p>5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration. <b>James' mother will be trained in the use of word processing software so that she may assist James in accomplishing the tasks detailed above. She will meet Mrs. Satori the on Sept. 23 before school in Mrs. Satori's room to receive this training.</b></p>			