ASSISTIVE TECHNOLOGY AND LOW INCIDENCE PROGRAMS

LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY

The Individuals with Disabilities Education Act (IDEA) and California special education law require that Individualized Education Program (IEP) teams consider whether students need assistive technology services and devices when developing their IEPs. It is the policy of the Los Angeles Unified School District (the District) that as part of a Free Appropriate Public Education (FAPE), assistive technology devices and/or services are made available to a student with a disability, if required as part of the student's special education program and/or related services, as specified in his/her Individualized Education Program (IEP), at no charge to the family.

ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

Assistive technology devices and services are defined in the IDEA as:
- An Assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized that is used to increase, maintain, or improve functional capabilities of a student with a disability.
- An Assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. This includes: (a) evaluation; (b) providing for the acquisition of assistive technology equipment; (c) selecting, designing, maintaining, repairing, or replacing the equipment; (d) coordinating and using other therapies, interventions or services with assistive technology devices; and (e) training or technical assistance for the student, family and other professionals who work with the student.

INFANTS AND TODDLERS

Infants and toddlers (children under three years of age) with disabilities are at risk of experiencing a substantial developmental delay if early intervention services are not provided. The District provides early intervention services to infants and toddlers with vision impairments, hearing impairments, and/or severe orthopedic impairments. (Infants and toddlers with other types of disabilities are served through the Regional Center system.) Early intervention includes assistive technology devices and assistive technology service, if they are

required for the infant or toddler to benefit from the early intervention.

The need for assistive technology is documented on the child's Individualized Family Service Plan (IFSP). Procedures for assessing and documenting the assistive technology needs of infants and toddlers with disabilities should be generally consistent with the *Guidelines for IEP Teams* described in this section.

Transition Services and Activities for Students with Disabilities Age 14 and Older

LAUSD policy requires that transition services (designed with a results oriented process focused on improving the academic functional achievement of the child) must be addressed in the IEP of the student no later than the year in which they turn 14 years of age. Beginning at age 14, a statement of needed transition services [Individual Transition Plan (ITP)] for the student must be included on the IEP, including a statement of interagency responsibilities for the provision of assistive technology devices and services.

Graduation

Assistive technology devices and services provided for a student enrolled in the District must be returned to the District upon graduation or receipt of certificate of completion. If assistive technology devices and services have been provided as part of the student's school program, the IEP team must make a determination regarding continued requirements for access to assistive technology after graduation or receipt of certificate of completion. Provisions for non-school support for assistive technology devices and services, after graduation, should be specified as part of the IEP, when appropriate, to assist the student in obtaining such devices and services when s/he leaves school.

Home Use

Special education laws and regulations require that if the IEP team determines that a particular assistive technology device is required for home use in order for the student to achieve the goals and objectives on the IEP, the equipment must be provided for use at home. The IEP team should base its decision for home use on the educational and instructional activities that must be completed outside of the school setting.

Section 504

Students with disabilities who do not require special education or do not meet the eligibility requirements of IDEA are entitled to assistive technology devices and services if it is determined by a Section 504 team that assistive technology devices and services are a reasonable accommodation under Section 504 of the Rehabilitation Act.

RECOMMENDATIONS FOR SCHOOLS

School Site Assistive Technology Inventory

It is recommended that each school assemble a library of assistive technology tools available for intervention efforts when any student at the school is experiencing difficulties with accessing the curriculum. Such an inventory may include carbonless paper, raised-line and wide-lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, digital recorders, simple picture communication boards, portable keyboards and available computing devices (including laptop/desktop computers and tablet devices). IEP teams and Student Support and Progress Teams (SSPT) should utilize equipment from the school inventory as part of the intervention process for students, and utilize their assigned speech and language, occupational therapy, physical therapy, vision, and hearing related services personnel to support and serve as members of a multi-disciplinary school site team to address student assistive technology needs. The provision of specialized tools and technology to support access allows all students the opportunity to interact with curriculum in ways that are meaningful and effective for their learning.

School site teams may also contact the District's Assistive Technology Lending Library (ATLL) for available resources for short-term loans and professional development to enhance school site teams' knowledge of the range of assistive technology supports available for access to curriculum.

School Technology Plans

When planning for the technology needs of a school, school staff should also plan for the needs of students with disabilities. Students with disabilities have a right to equal access to any technology available to the student body at the school site.

Technology plans should provide for the purchase of computing devices that allow for adaptations such as special keyboards and switches. When school computing devices are used in the delivery of instruction, adaptations should be planned for and made readily available to students with disabilities at the school. School administrators may obtain information from the LAUSD Assistive Technology Program and/or Low Incidence Program regarding specialized hardware, accessibility features of computing devices, and applications recommendations.

GUIDELINES FOR IEP TEAMS

The need for assistive technology devices and services is determined through an assessment process conducted by the local school site's assistive technology team, staff from the District's Assistive Technology Program, or both groups in collaboration. For the student who is or may be eligible for special education services, consideration of the need for assistive technology (AT) should be an integral part of a comprehensive review for students in all areas related to his/her disability and educational needs. School sites should utilize a collaborative approach when considering assistive technology for students with disabilities that includes soliciting input from service providers who are knowledgeable of the disability and assistive

technology resources commonly associated with the disability. In some cases, school site staff may not have sufficient knowledge to make appropriate assistive technology recommendations by themselves for those students with more complex needs. Information should be requested from the District's Assistive Technology Program for intervention support, when conducting assessments for these students, when reevaluating the need for assistive technology for any student who has been assessed and provided with assistive technology equipment including information for preparation activities.

Assistive technology is one aspect of a multifaceted approach to addressing the strengths and needs of a student with disabilities. The level of assistance provided needs to be considered in relation to the student's learning potential, motivation, chronological age, developmental level, and curriculum access needs. Assistive technology is a *tool* for access that may change over time as the student's needs and curricular demands change and as advancements are made in technology.

The definition of assistive technology in the law is broad and includes almost any type of device or service used to support the education of a student with a disability. Assistive technology is designed to increase, maintain or improve the functional capabilities of individuals. The word "technology" in the phrase *assistive technology* does not imply a requirement for electronic components. For all students with disabilities, it is important for IEP teams to recognize that assistive technology encompasses a range of devices from no tech /low tech (e.g., picture boards, wide-lined paper, pencil grips, calculators, and portable keyboards) to the high-end technology, which may include computing devices, or equipment that provides access to devices. Assistive technology provides access to the curriculum.

Assistive technology is not instructional technology. The purpose of instructional technology is to increase, maintain or improve learning outcomes. As students engage in 21st century learning, they are provided technology to support skill acquisition for critical thinking, creativity, communication, and collaboration. Instructional technology should not be specified in the IEP.

IEP teams are required to consider the need for assistive technology to address the student's ability to access curriculum. IEP teams must ask the question, "What does the student need to do that s/he cannot do because of his/her disability?" Consideration does not imply a mandate for an assistive technology assessment or for the actual provision of devices for every child with a disability. For example, if a student's performance is functional in relation to curriculum goals, the consideration should be brief and consensus should be reached relatively quickly with the conclusion that assistive technology is not needed at this time.

In some cases, the IEP team consideration may lead to a recommendation for a short-term trial with new strategies or devices available at the school. Such trials should be written into an IEP goal with a timeframe and measurable criteria to evaluate progress. The IEP team should plan a subsequent IEP meeting to review the results of the trial period or to provide other considerations for assistive technology.

IEP teams must specify the type of device the student needs (e.g., pencil grips, word processing software, augmentative and alternative communication system). The IEP team should not specify brand names.

Note: Assistive Technology excludes surgically implanted devices or replacement of such device.

PRIOR TO THE IEP MEETING

Every IEP team member is responsible for the consideration of a student's need for assistive technology. In order for that consideration to be valid, information and data shall be available prior to the IEP meeting regarding the child's strengths and functional needs. Include information about the adaptations, accommodations, and AT options tried to date. See *School Site Assistive Technology Considerations Planning Worksheet*, for guidance on information to be collected in preparing for an IEP meeting.

Appropriate school personnel with knowledge of school site assistive technology resources and options, should attend the IEP meeting if the need for additional adaptations, accommodations, and/or equipment trials is anticipated.

DURING THE IEP MEETING

IEP team members will do the following:
- During discussion of present levels of performance, present the information gathered prior to the IEP meeting, and record that information in Section E *(Present Level of Performance)* of the IEP for each performance area, as appropriate.
- If the IEP team recommends that, the student does not require assistive technology devices or services, indicate "No" in FAPE Part 1 Additional Factors *(Assistive Technology Support*) of the IEP form.
- If the IEP team recommends assistive technology supports available at the school site, the team will:
  - Write a statement in Section E (*Present Level of Performance)* for the specific performance area and indicate the type of assistive technology that will be used and the rationale for its use.

    - Example: Performance Area identified "*Written Language"*
      - *(Student) has fine motor weaknesses. The classroom teacher has provided (Student) with primary pencils, a slant board, and wide-lined paper to facilitate manual writing. (Student) has improved with ability to produce legible writing. IEP team recommends continued use of these forms of assistive technology for writing.*

  - Write a goal statement in Section G (*Annual Goals and Objectives*) incorporating the assistive technology selected.

- **Example:**
  - **Annual Goal:** *Using primary pencil, slant board, and wide-lined paper, (Student) will write_____ (#) spelling words per day with _____ percentage accuracy _____ times.*
    - o In FAPE Part 1 Additional Factors of the IEP form, *Assistive Technology Supports*, indicate "Yes, Regular Session"; or "Yes, Regular Session and ESY"
    - o Detail the assistive technology supports required in the *Accommodation, Modification, and Supports* section of FAPE Part 1 of the IEP form.

      <u>Example:</u>

      Area of need is writing. Recommended assistive technology supports are a primary pencil, slant board, and wide-lined paper.

- **If the IEP team determines that it needs assistance in exploring additional assistive technology options for a student, the team needs to:**
  - o Write a statement in Section E (Present Level of Performance) for the specific performance area describing what specialized equipment and who, and the results have tried accommodations.
  - o State that additional assessment is needed indicating the specific performance area (i.e., reading, written expression, math, etc.) and the functional access area of need (i.e., hearing, vision, speech, motor skills, etc.).

    <u>Example:</u>

    The classroom teacher has used a variety of devices to improve the student's ability in the performance area of writing. (Student) has used primary pencils, a slant board and wide-lined paper. Strategies have included a reduction in the number of task items, increased time to complete tasks, and visual support to assist in writing. Student's written work continues to be below grade level. School-site team will conduct an assessment in conjunction with the appropriate staff from the Related Services Department programs to determine if (Student) can benefit from additional devices or services.

  - o Indicate in FAPE 2, *Additional Discussion* (Part 4) of the IEP form that an assessment for assistive technology is recommended.
  - o Complete an assessment plan to be implemented by school-site personnel in consultation with appropriate staff from the Related Services Department. The school site assessment team shall consist of the classroom teacher and/or special education teacher and the appropriate Related Services provider(s). The person at the school site who will be responsible for the assessment should be listed with his/her position and the due date (within 60 days of receipt of signed assessment plan).
  - o An IEP amendment meeting is held to review the assessment results when the

assistive technology and/or related evaluation is completed. The school site assessment team shall provide a **written report and make** recommendations to the IEP team. The IEP team has the responsibility to determine which, if any, recommendations will be followed. If the IEP team recommends that the student needs assistive technology devices or services, it must complete an amendment to the IEP that includes the information recorded above in Section E (*Present Level of Performance*), Section G (*Annual Goals and Objectives*), and FAPE Part 1 of the IEP form.

After the IEP Meeting

If an IEP team determines that a student requires an assistive technology device or service, it is the responsibility of the school to:

- Provide or arrange for the provision of the device(s) or service(s) as soon as possible. This may or may not include contacting the appropriate District office(s) for assistance in arranging for the provision of equipment. The school site should determine which of the school site funding sources could be utilized to purchase the device(s) if not available in the school site inventory of equipment referenced above. If the device(s) cannot be secured at the school site, contact the Assistive Technology or Low Incidence Program for further assistance.

- Provide or arrange for the provision of any needed staff development regarding the use of the device(s).

- Provide or arrange for the training of the student in the use of the device(s).

- Maintain the device(s) in good working order.

- Evaluate and document the effectiveness of the device on an ongoing basis and present such information at the IEP review.

- If attempts to use school-based AT resources are not successful, an IEP team may request a more in-depth AT assessment from the AT assessor assigned to their school and/or the appropriate District-wide program listed in the *For Further Assistance* section of this guideline.

- Arrange for the transport of the device(s) when the student transfers or transitions to a different LAUSD school or when the device(s) might be needed for participation in the Extended School Year (ESY).

- Return equipment to the school site or the District inventory for use by another student, if the IEP team has made a determination that the student is not benefiting from the equipment or that it is no longer needed.

Parent Request for Assistive Technology Assessment

Parents have a right to request an assessment of their child, including an assessment for assistive technology. When a parent makes such a request, the following procedures are to be followed, unless there is a substantial basis for believing that an assessment is not

necessary and the parent is so informed in writing within 15 calendars days of their request:

- School personnel must complete the assessment plan, specifying the area of need [e.g., Academic Performance for assistive technology as it relates to reading, written expression, and/or math; Language Function as it relates to augmentative and alternative communication (AAC), etc.]

- School personnel are to follow the same steps identified previously in the *Guidelines for IEP Teams* including:
  o Forming a school site assessment team;
  o Assigning the assessment to the appropriate team member(s) in Welligent;
  o Collecting data and documenting information about what accommodations have been made to date, including information about the effectiveness of each;
  o Conducting the assessment, including classroom observations, interviews (teacher(s), parent/guardian, student, etc.), review of curriculum and work samples, device trials with assistive technology;
  o Developing an assessment report;
  o Holding an IEP meeting to review the assessment recommendations;
  o Providing devices and services as detailed in the IEP.

LOW INCIDENCE

Low incidence (LI) funds are state funds used to provide specialized books, materials, and equipment as required by a student with an LI disability. Low incidence funding is determined by the total number of students with low incidence eligibilities as reported in the California Special Education Management Information System (CASEMIS).

Low Incidence disabilities are defined by federal law in the Code of Federal Regulations (CFR) as:

- Hearing Disorders
  o Deafness – a hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance. CFR 300.7(a)(3)
  o Hearing impairment – impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness. CFR 300.7(a)(5)

- Visual impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. CFR 300.7(a)(13)

- Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital

anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). CFR 300.7(a)(8)

Some pupils classified as having an orthopedic impairment may not be eligible to receive low incidence funding unless they have a "severe orthopedic impairment." Students with severe orthopedic impairments require highly specialized services, materials and equipment. Generally, a student with severe orthopedic impairment would have a medical diagnosis including significant gross motor or range of motion deficiencies. The use of these funds is limited to expenditures on books, materials, and equipment, for students with low incidence disabilities. The purchase must relate to the unique education needs resulting from the low incidence disability as indicated in the individualized education program (IEP) of eligible students. For example, regular textbooks and workbooks would not qualify as opposed to low vision aids, digital media, large print or Braille books for students who are visually impaired. Bolsters and mats for young children should be a part of basic equipment and would not qualify, while specialized adapted feeding and self-care equipment needed by children because of their severe orthopedic impairments, would qualify. It is important that providers with the appropriate credential or license to serve students with specific low incidence disabilities be involved in the team assessment process and attend the IEP meetings so that books, material and equipment considered for purchase for low incidence students are related directly to the unique educational needs resulting from a low incidence disability.

INAPPROPRIATE USE OF LOW INCIDENCE FUNDS

Examples of inappropriate use of LI funding include:
- **Funding staff development**
  - It is suggested that technical support and training be included when equipment is purchased. Special Education Local Plan Areas (SELPAs) are encouraged to collaboratively develop regionalized multi-agency funded centers that can provide on-going technical support, training and address other activities and assure funds are used in the most cost effective manner.
- **Purchasing medical therapy units for California Children's Services. Local education agencies must provide necessary space and equipment for the provision of occupational therapy and physical therapy in the most efficient and effective manner.**
- **Purchasing medical equipment needed for providing specialized health needs since California Code of Regulations (CCR), Title 5, Section 3051.12(b) (3) (C), states that "the school district shall not be required to purchase medical equipment for an individual student." (Universal Precautions)**
- **Constructing or altering facilities (for example, building ramps), or acquiring storage units.**
- **Supplanting books, equipment and materials that have been provided by other agencies.**
  - Low incidence funds are to be used only to <u>supplement</u>, and not to <u>supplant</u>

other available funding for books, materials and equipment provided through the base program for general education and/or students with disabilities. For example, basic computers or other basic technology should not be purchased with low incidence funds unless it can be clearly demonstrated to fulfill a specialized function, format or adaptation directly related to the low incidence disability. General education or other special education funding should be used for purchasing such basic items.

All of the following procedures are required in order to secure LI funding:

- **IEP Team Determination of LI Disability Eligibility: A determination by the IEP team, including the school nurse or audiologist, that the student has a severe disabling condition in one or more of the following areas: hearing, vision and/or severe orthopedic disabilities. Persons knowledgeable of these disabilities are the related services providers and/or appropriately certificated teachers who work in the disciplines of hearing, vision, and severe orthopedic disabilities.**

- **An assessment of the need for the material and equipment conducted by a team of the appropriately credentialed/licensed personnel consisting of the classroom teacher, special education teacher(s), and, if necessary, the appropriate related services provider(s) for hearing, vision, occupational therapy, physical therapy, or speech.**

- **A presentation of the written assessment report (or consultation report, when appropriate) to the school IEP team.**

- **Documentation of the determination by the IEP team that specialized material and equipment are needed, including the assessed need for equipment and/or materials reflected in the Present Level of Performance section of the IEP.**

- **Authorization of LI funding after the IEP team, including the parent, have approved the recommendations of the related services and/or other appropriately certificated personnel.**

FOR FURTHER ASSISTANCE: Please contact the appropriate office below:

• Guidance on assistive technology for access to curriculum • School-site support for AT, including intervention, assessment, and services • Resources of the Assistive Technology Lending Libraries (ATLLs)	Assistive Technology Program Related Services Department 333 S. Beaudry Avenue, 18th Floor Los Angeles, CA 90017 Phone: (213) 241-6200 Fax: (213) 241-8435
• Guidance on assistive technology for communication, Augmentative and Alternative Communication (AAC) • School-site support for AAC, including intervention, assessment, and Language & Speech services	Language and Speech Program Related Services Department 333 S. Beaudry Avenue, 18th Floor Los Angeles, CA 90017 Phone: (213) 241-6200 Fax: (213) 241-8433
• Guidance on Hearing Devices and Services	Low Incidence Program

• School-site support for DHH including intervention assessment, and services	LRE Programs- LI 333 S. Beaudry Avenue, 17th Floor Los Angeles, CA 90017 Phone: (213) 241-8051 Fax: (213) 241-7550
• Guidance on Vision Devices and Services • School-site support for VI including intervention, assessment, and services	Low Incidence Program LRE Programs- LI 333 S. Beaudry Avenue, 17th Floor Los Angeles, CA 90017 Phone: (213) 241-8051 Fax: (213) 241-7550
• Guidance on Motor Devices and Services • School-site support for physical access, including intervention, assessment, and services	Occupational Therapy and Physical Therapy Program Related Services Department 333 S. Beaudry Avenue, 18th Floor Los Angeles, CA 90017 Phone: (213) 241-6200 Fax: (213) 241-8435

School-Site Assistive Technology Considerations Planning Worksheet

STUDENT NAME_____ **DOB** _____ **SCHOOL**_____
GRADE_____

This planning worksheet is intended as an informal data collection form that can be used by school personnel, student and parents in conjunction with the school site Assistive Technology Considerations Checklist... This worksheet may be used to support IEP team discussion relating to:

1. **Detail which curriculum tasks the student needs to perform in the classroom that he/she cannot do because of the disability. Leave blank any tasks that do not apply to the student's curriculum as stated on the IEP.**
2. **If the student is currently able to complete the curriculum task with special strategies or accommodations, list in column A.**
3. **If the student is currently able to complete the curriculum task with assistive technology devices, list in column B.**
4. **If additional or new assistive technology devices may help the student perform this task more efficiently or easily, list in column C.**

Curriculum Area TASK:	A. Currently completes tasks with the following special strategies or accommodations.	B. Currently completes task with the following assistive technology devices	C. Consideration should be given to use of the following additional or new assistive technology devices
Language Arts - Writing (Penmanship) TASK:			
Language Arts - Writing (Written Expression) TASK:			
Language Arts - Writing (Spelling) TASK:			
Language Arts - Reading TASK:			

Mathematics TASK:			

Curriculum Area TASK:	A. Currently completes tasks with the following special strategies or accommodations.	B. Currently completes task with the following assistive technology devices	C. Consideration should be given to use of the following additional or new assistive technology devices
Activities of Daily Living TASK:			
Seating and Positioning TASK:			
Communication TASK:			
Vision TASK:			
Hearing TASK:			
Recreation and Leisure TASK:			

Daily Organization TASK:			
Physical Access TASK:			

Form adapted from the SETT (Joy Zabala) and the Wisconsin Assistive Technology Initiative (WATI)

Assistive Technology Considerations Chart

This chart is intended as a general reference guide to support school site team consideration of student's need for assistive technology supports to access to their curriculum.

Language Arts – Writing (Penmanship)	**Language Arts – Writing (Written Expression)**
writing instruments (varied sizes and grips)	word cards
varied paper (color, raised line, spacing)	word wall
secure paper to desk	personal word journal
slant board with or without clips (to hold paper in place)	sentence cards
stencils or templates (for tracing)	graphic organizers
letter stamps	dictionary, thesaurus
magnetic letters / board	portable word processor
wrist rest, arm support	computing device accessibility features
portable word processor	computing device with applications to support:
adapted keyboards, key guards	• picture-supported writing
computing device accessibility features	• on screen keyboards
computing device with applications to support:	• word processing
• on screen keyboards	• text to speech
• speech recognition	• word prediction
	• graphic organizer
	• speech to text
Language Arts – Reading	**Mathematics**
tactile letters or words	manipulatives
fluffers for page turning	work mats
letter and word walls	tactile numbers
personal word and vocabulary journal	magnetic numbers / board
word cards	number stamps
sentence strips	number line (varied sizes and textures)
slant boards and easels	varied paper (color, graph, size)
highlighters and highlighting tape	flash cards
paragraph markers	math classroom charts
stick-on notes, note pads	digital tools (counting, math facts)
dictionary, thesaurus	calculator (varied sizes, functions, and talking)
magnifiers	computing device accessibility features
text size, spacing, color background	computing device with applications to support:
peer recording of reading passage	• on screen manipulatives
computing device accessibility features	• math formatting (with or without auditory output)
computing device with applications to support:	
• picture supported reading	
• text to speech	
• text leveling	
• digital books / digital textbooks	
Activities of Daily Living	**Seating and Positioning**
adapted handles for eating utensils	non-slip surface(s)
adapted dishes and utensils	positioning aids (bolsters and cushions)
non-slip surface(s)	footstools
color coded items to facilitate location	seating systems (adapted chair)

power/switch adapter for electrical devices switch extensions	tables, trays, and easels
Augmentative and Alternative Communication (AAC) yes / no response manual signs gestures / pointing eye gaze eye gaze board object / choice making picture board / book picture exchange writing instrument letter board static voice output devices • single message • multiple messages • multiple messages with levels text to speech devices scanning devices (buttons / switches to activate selection) dynamic display devices • multiple level picture-based • multiple level text-to-speech • visual scenes integrated devices (AAC and academic access) eye gaze devices	**Vision** preferential seating cane / modified tips glare reduction / color overlays slant board magnifiers additional portable lighting large print / modified type books text size, spacing, color background near / distance video magnification devices computing device accessibility features: • screen magnification • screen color contrast • screen reader • text to speech • tactile / auditory computing peripherals • standard keyboard with modifier keys • keyboard bump and locator dots • Braille display • Braille translation software (including 6-key entry) • Braille embosser • 3-D printer computing device with applications to support: • digital books / digital textbooks • Optical Character Recognition systems • accessible internet browsing • word processors supportive of screen readers
Hearing preferential seating writing instruments for communication sign language assisted listening devices (ALD) for amplification signaling devices portable word processors captioning computing device accessibility features computing device with applications to support: Real-time digital translation	**Recreation and Leisure** switch activated toys and games modified and adapted art tools universal cuff for writing instrument, paint brushes modified and adapted musical instruments computing device with applications to support: • drawing and paint • animation • music • games

Daily Organization	Physical Access
student self-management systems	mobile arm support
label room with signs and pictures	mounts
color coding systems	modified keyboards
organizers and planners, assignment due dates, calendars	modified mouse devices
schedules (desk, portable, and classroom)	computing device
audio recording for schedules / assignments	• onscreen keyboards
visual reminders	• touch screen technology
timers	eye gaze devices
structured study guides	robotic telepresence device
positive behavior intervention plan	
environmental stimuli for increased engagement	