

The purpose of this form is to guide the school team to identify needs, trial AT tools and strategies, collect data, select and document the need for assistive technology. If the school the team identifies standards and tasks that the student is not able to meet because of the disability the team may explore available resources and conduct trials for AT accommodations. The team will then review the data shows to determine if the accommodation is effective and make a decision regarding the AT accommodation.

NOTE: *Federal Funds from IDEA cannot be used to purchase dedicated devices for students on a Section 504 plan. If it is determined that the student will benefit from a dedicated device, it is up to the school team to determine appropriate placement of devices.*

Student Name:	Team Meeting Date(s):
Student Number:	School:
Teacher:	Current Services/Programs:
Grade:	
Task/Goal:	



Select 1 or more tools/strategies to consider and document in the IEP team notes.



Document effectiveness of the selected intervention(s) on the provided data collection form, and update the progress of this intervention/s in the progress notes if applicable.



The team will meet to discuss and review the student's progress on the targeted skill(s) and make appropriate decisions based on data.

Please review this entire consideration process from part A to part C before beginning; to ensure you know how to complete from start to finish.

At anytime during this consideration process the school team may contact the OCPS AT Team for support or to request tools/equipment, for school based trials, using the Request for Support Form found on the AT Toolkit Canvas Site: bit.ly/toolkitAT

Presentation of Materials/Content (Reading)

Begin with using the uPAR, Protocol for Accommodations for Reading. The uPAR provides data to assist in documenting and identifying the need for reading support. On demand training resources can be found on Launchpad in the OCPS Digital Curriculum Resources Folder.

- Educators log into the uPAR using OCPS Google credentials and the Google Chrome Browser: www.educatordashboard.com Choose "Log in with Google"

After the student has completed the protocol please complete the following:

Students independent reading level: _____ **Comprehension level with accommodations:** _____

Recommended reading accommodation: _____

Attach uPAR report as part of your data collection

Effect of the Disability (task the student is having difficulty with)	Tools/Strategies to consider * Quick Start guides for these tools are available on the AT Toolkit Canvas site: bit.ly/toolkitAT
Does the student have difficulty demonstrating comprehension? ☐ Difficulty comprehending written material ☐ Understanding and following directions ☐ Comprehending vocabulary ☐ Reading silently	☐ Digital dictionary ☐ Adult read aloud ☐ Directions presented through a digital device ☐ Text leveling strategies (e.g., rewordify.com) ☐ Picture supported text (e.g., Boardmaker online, ULS, N2Y)* ☐ Reduce stimuli- Screen masking feature on Read & Write for Google* ☐ Digital Books ☐ Bookshare* ☐ Orange County Public Library virtual library card* ☐ Read & Write for Google features* ☐ Text to speech ☐ Vocabulary builder ☐ Picture dictionary
Does the student have difficulty processing written text? ☐ Worksheets ☐ Textbooks ☐ Whiteboard ☐ Computer screen	☐ Enlarge print on copy machine or computer screen through increasing font size (This is not an accommodation without further consultation with Visually Impaired Program) ☐ For students who do not qualify for the VI program consider: ☐ increasing spacing between letters, words, and lines ☐ Highlight text (e.g., highlighter or colored tape) ☐ Color overlays and/or reading guides ☐ Slant board or large three ring binder ☐ Use "ctrl +" on the keyboard ☐ Read & Write for Google* ☐ Simplify feature ☐ Screen masking feature ☐ Text to speech ☐ Specialized fonts in Google* ☐ Dyslexia Font ☐ Beeline reader extension



Does the student have difficulty holding and using reading material? ☐ Open Book ☐ Turn Pages of book	☐ Book holder ☐ Page Up* ☐ Digital books (e.g., Launchpad and/or Bookshare*) ☐ Page Fluffers* ☐ Digital book or slideshow using a mouse click or switch click to turn pages
Does the student lose their place while reading (Tracking)	☐ Reading Tracker ☐ Ruler, index card, file folder edge, or other straight edge ☐ Highlight text ☐ Read & Write for Google features* ☐ Screen masking ☐ Text to speech with dual colored highlighting

Responding (Writing) Use AT teams' Brief Writing Modality Survey, to assist in documenting the need for writing supports. This can be found in the OCPS AT Toolkit under Curriculum & Learning, Writing, Decision making tools : https://goo.gl/xWnXCf	
Effect of the Disability (task the student is having difficulty with)	Tools/Strategies to consider * Quick Start guides for these tools available in the AT Toolkit on canvas: bit.ly/toolkitAT
Is the student positioned properly?	☐ See "Independent Functioning Consideration" Form
Is the student's handwriting illegible? ☐ Letter formation ☐ Spacing ☐ Writing on the lines ☐ Letter size	☐ Special lined paper- www.printablepaper.net ☐ Consult with school based OT for: ☐ Adapted paper ☐ Adapted writing tool ☐ Low tech (e.g., letter and/or number stamps, print words on address labels for students to indicate answer on fill in the blank) ☐ Word processing on classroom computer ☐ Microsoft word ☐ Google Docs* ☐ Typing Club through launchpad to increase typing speed ☐ Peer Buddy
Is the student's writing slow and laborious?	☐ Shortened assignments ☐ Oral response ☐ Typing Club through launchpad to increase typing speed ☐ Read & Write for Google features* ☐ Word prediction ☐ Collect highlights for note-taking ☐ Word processing on classroom computer ☐ Microsoft word ☐ Google Docs*



Is the student reluctant to write and easily frustrated?	☐ Word processing on classroom computers ☐ Microsoft word ☐ Google Docs* ☐ Read & Write for Google features* ☐ Word Prediction
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Does the student have difficulty copying from the board?	☐ Notes provided to student ☐ Digital copy of notes provided ☐ Complete worksheets/notes digitally ☐ Have student copy from book on desk
Does the student have difficulty with spelling/grammar?	☐ Vocabulary notebook ☐ Spelling/grammar check in word processing ☐ Google Grammar extensions* ☐ Read & Write for Google features* ☐ Word prediction
Does the student struggle with putting their thoughts on paper?	☐ Read & Write for Google features* ☐ Word prediction ☐ Google voice typing in Google Docs ☐ Tools- Voice Typing *Remember to teach editing skills

AT STRATEGIES AND INTERVENTIONS DATA SHEET

B

Student: _____ School: _____

Data Collector(s): _____ Data collection period: _____

Activity or task of concern: _____ Strategy or Tool: _____

- ☐ Select a tool or strategy from form **A** that focuses on the area of concern to be addressed.
- ☐ Collect data at least 3 times a week for a minimum of 4 weeks in a variety of environments. You may use additional copies of this data sheet.
- ☐ After a minimum of 4 weeks the team will meet to discuss and review the student's progress on the targeted skill(s). **C**

Current performance in the area of concern (This is before the strategy was in place):

Criteria for intervention success (How will we know the strategy worked?):

Date	Activity/Task	Level of support	Student performance with use of strategy

Codes for level of support/prompting: Independent (I), Occasional Support (O), Frequent Support (F), Constant Support (C)



Data Meeting

Discuss and review the student's progress on the targeted skill(s) using AT

Intervention start date: _____ Review date: _____

Data Members

_____	_____
_____	_____
_____	_____

Data was reviewed and the team concludes that:

☒ The criteria for success was met using tool/strategy.	☒ The criteria for success was <u>not met</u> using the tool/strategy.
☐ The tool(s) is necessary for the student to meet Standards. This tool/accommodation needs to be documented on the 504 Plan. ☐ Hold a Section 504 meeting as a Periodic Reevaluation. ☐ Determine the area of need and add appropriate accommodations. *Federal Funds from IDEA can not be used to purchase dedicated devices for students on a Section 504 plan. If it is determined that the student will benefit from a dedicated device, it is up to the school team to determine appropriate placement of devices.*	Consider <u>one or more</u> of the following: ☐ Continuing strategy with more support and/or increased frequency and collect more data. ☐ Changing target task/goal and reviewing the Guiding Questions. ☐ Requesting support from other team members at your school (MTSS Support, OT, PT, SLP, ESE teachers..) ☐ The team will complete the Section 504 Eligibility Determination form. ● SECTION I: - Purpose of meeting: <u>504 Periodic Reevaluation</u> - Is additional information needed to assess the student? <u>Yes</u> - Proceed to Section III ● Section III: Additional information is necessary for eligibility determination. The team will reconvene to address eligibility when the following information is available. ☐ Other: Assistive Technology ☐ After gaining consent for reevaluation, please complete a request for support from the OCPS AT team found on this site: https://ocps.instructure.com/courses/855424
This form should be filed in the student's CUM file with their IEP and a copy sent to the OCPS AT Team.	
To request support at any time complete a Request for Support Form for assistive technology consultation: bit.ly/ATgrf	