

OCPS**Assistive Technology Consideration - Communication**

The purpose of this form is for the school team to use the tools and strategies provided to consider, select and document the need for assistive technology. It is the responsibility of the IEP Team to consider the need for Assistive Technology at every IEP meeting. After **discussing the student's present level of educational performance and developing measurable goals**, the team identifies the IEP goals that the student is not able to meet because of the disability and explores available resources.

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.



Document effectiveness of the selected intervention(s) on the provided data collection form.



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

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

Receptive Communication	
Guiding Question (task the student is having difficulty with)	Tools/Strategies to consider * Resources and Quick Start guides for tools are available on the AT Toolkit Canvas Site (under Communication and Visual Supports): bit.ly/toolkitAT
Does the student have difficulty understanding information presented verbally? ☐ Following routines ☐ Following directions ☐ Completing tasks independently ☐ Answering/asking questions ☐ Maintaining a conversation	Use classroom strategies ☐ Preferential seating ☐ Face student when speaking to him/her ☐ Repeat/clarify message ☐ Gain attention of student before stating message ☐ Reduce background noise ☐ Use classroom amplification system Use visual supports to present information and expectations ☐ Picture-based schedules/classroom rules ☐ Task strips ☐ Behavior supports* ☐ Symbol supported text ☐ Picture/word choice boards ☐ Topic specific communication boards* ☐ Communication boards/books with core language*

	Use computer-based supports ☐ Boardmaker Online* ☐ News2You (Collaborate with classroom teacher for access) ☐ Unique Learning Systems (Collaborate with classroom teacher for access) ☐ Supports are used in multiple school environments ☐ Aided language/modeling (communication partners model use of visuals daily)*
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Expressive Communication	
Guiding Question (task the student is having difficulty with)	Tools/Strategies to consider * Resources and Quick Start guides for tools are available here: bit.ly/toolkitAT
Does the student have difficulty using oral language to: ☐ Obtain assistance ☐ Initiate greetings ☐ Self-advocate ☐ Request materials/actions ☐ Direct others ☐ Produce a narrative ☐ Use correct word order ☐ Use correct grammatical markers ☐ Socialize with peers/adults ☐ Interact and participate in classroom and literacy activities ☐ Learn environment specific vocabulary	Manual communication pictures/boards ☐ Picture Exchange Communication (PECS) ☐ Eye pointing frame (for students who cannot use their hands easily to point. Can be borrowed from AT Team) ☐ For beginning communicators introduce choices starting with 2 preferred and progress to more complex choices. (Beginning communication steps)* ☐ Picture communication boards ☐ Core-fringe board* ☐ Other Voice output communication devices Static display devices (can be borrowed from AT Team): ☐ Single message - BIGmack ☐ Sequential message - Step-by-Step ☐ Talk 4 with levels ☐ Communication Builder/On the Go - Grid size _____ ☐ TechTalk 8* ☐ TechChat 16 ☐ TechSpeak 32* Dynamic display devices: ☐ iPad with communication app* (List app)_____ ☐ Other _____ Computer based supports ☐ Boardmaker Online* ☐ Communication supports embedded in News2You (Collaborate with classroom teacher for access) ☐ Communication supports embedded in Unique Learning Systems (Collaborate with classroom teacher for access) ☐ Supports are used in multiple school environments ☐ Aided language/modeling (Communication partners model use of targeted communication tool daily)*

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[illegible]

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

Codes for level of support/prompting: Gesture/Natural (G), Partial Prompt (PP), Open Question (O), Full Model (F)

Did communication partners used Aided Language (modeling) with the student? ____yes ____no

Prompting- Use a least to most hierarchy:

Environmental/Natural cue > Open Question > Partial prompt > Full model > Hand under Hand (last resort)

What level of prompting was typically required by the student? _____

Operational Competence	Linguistic Competence
☐ Charges device or asks someone else ☐ Carries device ☐ Powers on/off ☐ Changes overlays (static display) Navigates (Dynamic display only): ☐ Independently ☐ With assistance Uses device functions: ☐ Home/back ☐ Volume Uses message window operations: ☐ Clear ☐ Backspace	Message creation: ☐ Single words ☐ Multiple words Length of message _____ Types of Messages: ☐ Requesting ☐ Commenting ☐ Rejecting ☐ Greeting/parting ☐ Asking question ☐ Answering question ☐ Gaining attention ☐ Social niceties Text to speech ☐ Spells ☐ Uses word prediction
Social Competence	Strategic Competence
Number of communication partners _____ Typical communication partners: ☐ Peers ☐ Adults at school ☐ Family members ☐ Turn Taking ☐ Topic Shifting Conversation: ☐ Initiates ☐ Maintains ☐ terminates	☐ Values and takes ownership of device How does student repair communication? ☐ Changes mode ☐ Repeats ☐ Other _____



Data Meeting

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

Intervention start date: _____ Review date: _____

Data Members

_____	_____
_____	_____
_____	_____

Summary of data and effect on student success including overall impression of trial tool/strategy (strengths and weaknesses):

Data was reviewed and the team concludes that:

☐ **The criteria for success was met using tool/strategy.**

☐ **The criteria for success was not met using the tool/strategy.**

☐ The tool(s) is necessary for the student to meet IEP goals and standards. This tool/accommodation must be documented on the IEP by holding an IEP meeting. Please ensure you have documented on the IEP correctly by following ALL of the points below:

- ☐ Check "yes" for the need for Assistive Technology in the Special Considerations section of the IEP.
- ☐ Describe how the student completes the task with the tool in the Present Level Statement.
- ☐ Document the appropriate accommodation under Classroom / Instructional Accommodations.
- ☐ If the student was assigned a dedicated device to meet their goals, document this under supplementary aids and services.

Consider one or more of the following:

- ☐ Continuing strategy with more support and/or increased frequency and collect more data.
- ☐ Changing target task/goal and reviewing Guiding Questions.
- ☐ Requesting support from other team members at your school (OT, PT, SLP, ESE teachers..)
- ☐ Gain consent for reevaluation and [request for support](#) from the OCPS AT team.

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