

**School District's Name
Special Education Services
Assistive Technology Team
UAAACT
Education Pre-Assessment Packet**

Date: _____

Student: _____

Completed By: _____

The following information will help the Assistive Technology Team to assist the school team in determining appropriate adaptations that will allow the student better access to his/her educational program.

What IEP goals/objectives is the student unable to meet that might be accomplished with additional assistive technology equipment or services?

Primary barriers to more successful participation in educational program:

- | | |
|--|------------------------------------|
| <input type="checkbox"/> Motor/Physical Impairment | <input type="checkbox"/> Behavior |
| <input type="checkbox"/> Cognitive Impairments | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Communication | |
| <input type="checkbox"/> Examples _____ | |

Student has the following equipment/adaptations

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Wheelchair (electric/manual) | <input type="checkbox"/> Walker |
| <input type="checkbox"/> Special Seating | <input type="checkbox"/> Lap Tray |
| <input type="checkbox"/> Communication Device | <input type="checkbox"/> Aide |
| <input type="checkbox"/> Other _____ | |

What additional assistive technology is already available to the student?

Student has difficulty participating in the following

- | | |
|---|--|
| <input type="checkbox"/> Access to books and printed material | <input type="checkbox"/> Play with toys |
| <input type="checkbox"/> Use of manipulatives and other educational materials | <input type="checkbox"/> Games and social activities |
| <input type="checkbox"/> Computer access | <input type="checkbox"/> Written expression/writing |
| <input type="checkbox"/> Vocational tasks | <input type="checkbox"/> Following daily routines |
| <input type="checkbox"/> Inclusion in general education subject areas | <input type="checkbox"/> Daily Living Skills |

Check the following strategies or resources you are using

- | | |
|---|--|
| <input type="checkbox"/> TEACCH | <input type="checkbox"/> PECS |
| <input type="checkbox"/> Adapted books | <input type="checkbox"/> Picture-supported text |
| <input type="checkbox"/> Activity-specific communication displays | <input type="checkbox"/> Visual Strategies |
| <input type="checkbox"/> Visual schedules | <input type="checkbox"/> Switch-adapted toys/devices |
| <input type="checkbox"/> Writing with pictures | <input type="checkbox"/> Special software for writing: |
| <hr/> | |
| <input type="checkbox"/> Boardmaker | <input type="checkbox"/> Writing with symbols |
| <input type="checkbox"/> Switch access for the computer | <input type="checkbox"/> Cause and effect software |
| <input type="checkbox"/> Scanning software: _____ | <input type="checkbox"/> Environmental controls |

Reading Skills

Grade Level:

Student is placed in grade: _____ Student reads at _____ grade level.

If formal test used, name and scores:

If formal testing is **not** used, please give an approximate estimate of functioning and explain:

Assistive technology used:

Check all that apply

- Highlighter, marker, template, or other self-help aide
- Tape recorder, taped text, or Talking Books to “read along”
- Talking dictionary (e.g. Franklin Speaking Language Master) to pronounce single words
- Computer with word processing with spell checker
- Computer with talking word processing software to:
 - speak words, speak sentences, speak paragraphs
- Communication Device _____

Learning and Studying

What difficulties does the student have in learning new material or studying:

(Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Remembering assignments | <input type="checkbox"/> Reviewing notes from lectures |
| <input type="checkbox"/> Remembering steps of tasks or assignments | <input type="checkbox"/> Organizing information/notes |
| <input type="checkbox"/> Finding place in textbooks | <input type="checkbox"/> Organizing materials for a report or paper |
| <input type="checkbox"/> Taking notes during lectures | <input type="checkbox"/> Turning in assignments |
| <input type="checkbox"/> Other | |

Strategies used

Describe any adaptations or strategies that have been used to help this student with learning and studying:

Assistive Technology tried:

(Check all that apply)

- Print or picture schedule (color coded folders)
- Highlighting text (e.g. markers, highlight tape, ruler)
- Other: -----
- Low tech aids to find materials (e.g. index tabs,
- Recorded material

Math Skills

Student has difficulty with the following:

(Check all that apply:)

- Legible writing numerals
- Understanding meaning of numbers
- Competing simple addition and subtraction
- Completing complex addition and subtraction
- Understanding tables and graphs
- Understanding fractions
- Converting to mixed numbers
- Solving story problems
- Graphing
- Understanding and use of trigonometry functions
- Money
- Other:
- Understanding math related language
- Understanding place values
- Competing multiplication and division
- Understanding units of measurement
- Creating tables and graphs
- Working with fractions
- Understanding decimals/percents
- Understanding geometry
- Understanding and use of formulas
- Checking work
- Time

Strategies Used: Describe strategies that have been used to help:

Assistive technology tried:

(Check all that apply:)

- Abacus
- On screen calculator
- Low tech alternatives for answering e.g., Intellikeys
- Software with cueing for math computation objects
- Talking calculator large display
- Other:
- Math line
- Enlarged math worksheets
- Alternative keyboards
- Software for math manipulation of
- Calculator with large keys and/or

Summary of student's abilities and concerns related to math: