What is Assistive Technology?

The federal definition 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 individuals with disabilities."

[20 U.S.C. Chapter 33, Section 1401 (25)]

Simply put, assistive technology can be anything that helps a person with a disability do a task.
What can AT help with?

- Speech and Communication
- Daily Living
- Learning, Cognition, Development
- Environmental Adaptations
- Computers and Technology
- Recreation, Sports, and Leisure
- Vehicle Modification and Transportation
- Vision and Hearing
- Mobility, Seating, Positioning
## Assistive Technology Examples

<table>
<thead>
<tr>
<th>No Technology</th>
<th>Low Technology</th>
<th>High Technology</th>
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<tbody>
<tr>
<td><em>Pencil Grip</em></td>
<td><em>Talking Calculator</em></td>
<td><em>Text-to-Speech/Speech-to-Text Software</em></td>
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<td><em>Weighted Pencils</em></td>
<td><em>Electronic Organizers</em></td>
<td><em>Touch Screen Devices</em></td>
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<td><em>Magnifiers</em></td>
<td><em>Buzzers/Lights</em></td>
<td><em>E-Readers</em></td>
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<td><em>Post-It-Notes</em></td>
<td><em>Electronic Organizers</em></td>
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<td><em>Tactile Letters</em></td>
<td><em>Automated Pill Dispenser</em></td>
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<td><em>Magnifying bars</em></td>
<td><em>Digital Calendar/Clock</em></td>
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<tr>
<td><em>Colored Overlays</em></td>
<td><em>Noise Cancelling</em></td>
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<tr>
<td><em>Weighted Writing Utensils</em></td>
<td><em>Headphones</em></td>
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<td><em>Earplugs</em></td>
<td><em>Mobility Aids</em></td>
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<tr>
<td><em>Modified Eating Utensils</em></td>
<td><em>Visual cues/Alert systems</em></td>
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<td><em>Adaptive Seating - cushions, wedges, standing desks, weighted blankets, braces</em></td>
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<td><em>Braille</em></td>
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<tr>
<td><em>Large-Print Screens/Text</em></td>
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</table>
## ASSISTIVE TECHNOLOGY APPS

<table>
<thead>
<tr>
<th>Category</th>
<th>Apps</th>
</tr>
</thead>
</table>
| Education | - The Writing Machine  
- iStoryTime  
- injini  
- Visual Timer  
- Choiceworks  
- Too Noisy  
- Otsimo Special Education  
- iMoodJournal  
- Busy Shapes  
- GoNoodle |
| Health & Wellness | - Breathe, Think, Do  
- Model Me Going Places  
- Positive Penguins  
- Air Sketch  
- Montessori Numbers  
- I'm On It: Focus Timer  
- ExerciseBuddy  
- Dragon Dictation  
- American Wordspeller  
- iWriteWords |
| Productivity & Organizations | - Evernote  
- SoundNote  
- ClaroSpeak Plus  
- Natural Reader  
- OverDrive  
- TalkTyper  
- Be My Eyes  
- SentenceBuilder  
- The Sounding Out Machine |
| Communication | - The Writing Machine  
- iStoryTime  
- injini  
- Visual Timer  
- Choiceworks  
- Too Noisy  
- Otsimo Special Education  
- iMoodJournal  
- Busy Shapes  
- GoNoodle |

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Project POWER

Helping Families Helping Children

[Logo of Project POWER]

[Logo of PEAK Center]
## ADVOCATE RESPONSES TO SCHOOL OBJECTIONS

<table>
<thead>
<tr>
<th>Objection</th>
<th>Possible Response</th>
<th>Objection</th>
<th>Possible Response</th>
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</thead>
<tbody>
<tr>
<td>&quot;We don’t want your child to become dependent on a text-reader [or other form of AT].&quot;</td>
<td>&quot;As they don’t have the necessary independent reading skills [or other skill addressed by AT] to succeed, how will you ensure that they have access to the curriculum without AT?&quot;</td>
<td>&quot;We will provide some specialized technology but there is no need to write it on the IEP.&quot;</td>
<td>&quot;I am pleased to hear AT will be provided. To ensure the rights of all parties are protected, our plan for acquiring and using AT should be written on the IEP.&quot;</td>
</tr>
<tr>
<td>&quot;We can’t afford that technology.&quot;</td>
<td>&quot;Cost cannot be a factor in the consideration of AT use.&quot;</td>
<td>&quot;We are not sure what types of AT exist/would be best/etc.&quot;</td>
<td>&quot;What steps will you take to resolve this and fulfill the IDEA AT consideration mandate?&quot;</td>
</tr>
<tr>
<td>&quot;Best practice suggests we begin with no-tech solutions first.&quot;</td>
<td>&quot;All possible solutions should be explored as quickly as possible to minimize the impact of persistent failure.&quot;</td>
<td>&quot;We have determined that your child will not benefit from AT.&quot;</td>
<td>&quot;I would like to review the data and documentation that supports your decision.&quot;</td>
</tr>
<tr>
<td>&quot;Your child is not the only one that struggles with this problem&quot;</td>
<td>&quot;I can appreciate your concern, but my primary interest is the success of my child. As a result, what are you going to do to ensure that my child is successful?&quot;</td>
<td>&quot;We are not authorized to make a decision about AT.&quot;</td>
<td>&quot;I am disappointed to hear that. I guess we will need to adjourn the meeting until an appropriate administrator is here.&quot;</td>
</tr>
<tr>
<td>&quot;It’s not clear that students actually do better with AT&quot;</td>
<td>&quot;I would like to see the data that supports such a conclusion. Typically, we need to review performance data over time, with and without the technology, to come to this conclusion.&quot;</td>
<td>&quot;Your child is not the only one that struggles with this problem&quot;</td>
<td></td>
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</tbody>
</table>
Additional Resources

- Assistive Technology for Kids
- GPAT
- Georgia Tech Tools for Life
- Quality Indicators for Assistive Technology Services
- Technology to Unlock Potential