

# Aligned Standards of Learning Assistive Technology Ideas

## **NO TECH/LIGHT TECH**

- Use page fluffers, page turners, and page extenders to assist with turning of pages
- Enlarge the text of any written materials
- Use post-its and/or highlighters in written materials to emphasize important words, concepts, vocabulary, and paragraphs
- Use plastic page protectors for easier turning of pages in books
- Use slant boards, wedges, or easels for easier viewing of materials
- Laminate pages of books or any paper materials for easier turning
- Use a three ring binder for page turning – also provides a hard surface for slanting
- Use visual aides (ex. pictures), to help stimulate ideas for discussion or for project
- Secure books and other reading materials to student's desk with clamps, bungee cords, tape, or Velcro
- Use adapted writing tools for any writing assignments (i.e. slant boards, pencil grips, wrist supporters, arm stabilizers)
- Use word magnets to develop sentences, phrases, or titles
- Use banks of communication symbols or words to assist with sentence development, answering questions, asking questions, discussion with peers
- Use corresponding stickers on squares of the overlay or augmentative communication device with pre-recorded reading of the paragraph
- Use colored strips of plastic (such as colored overhead sheets), and cut into strips to assist with tracking
- Use adaptive papers, such as Quick Draw paper
- Use letter/word/number stamps
- Word prediction/choice software

## MID TECH/HIGH TECH

- Provide voice output communication aids (VOCA) for students with little or no verbal communication system
- Provide a computer for writing
- Provide an alternate keyboard access for computers
- Use storybook software
- Allow student to use slide projectors for oral reports
- Have materials available on filmstrips for students who have difficulty reading
- Have reading materials available on CD Rom for students with difficulty reading
- Reproduce reading materials and reduce the size to fit on augmentative communication device or alternate keyboard
- Use multimedia software such as Hyperstudio, IntelliPics, or Imagination Express to author own ballads, poems, or stories – these can be read on screen with and without voice output
- Download other stories, ballads, poems from the Internet, then upload them into a talking word processor
- Use a screen reader to help with reading
- Use supplemental overlays using “Go To” features or linking (Dynamyte), or levels (Voice-in-a-box)
- Create overlays with phrases and/or words for to answer comprehension questions, ask questions, or for peer test review sessions
- Use mouse adaptor, such as one with the ball removed
- Place the mouse pointer on page turning arrow on the computer screen
- Secure the mouse where the student can click to turn the pages
- Create overlays that included the phrases and words needed for story frames, frame sentences, and other types of modeled writing