Virginia Assistive Technology, Tools, and Strategies: Resource Guide

The Virginia Assistive Technology, Tools, and Strategies: Resource Guide (2022) was developed to assist educational teams in the identification of relevant tasks that may require assistive technology (AT), tools, and strategies within different areas of need. It also includes potential accommodations, modifications, assistive technology solutions, other tools, and strategies needed by a student to meet identified goals and independently engage in those tasks to access a free appropriate public education (FAPE). This resource may be referenced by teams at any time to assist in the identification of potential assistive technology, tools, and strategies, including discussion of consideration and/or assessment of assistive technology in the development of a student's Individualized Education Program (IEP).

Each section of this document corresponds to potential areas in which students may have IEP goals and potential transition/postsecondary needs and may need assistive technology, tools, and/or strategies. Each area provides potential tasks, standard tools, modifications, accommodations and strategies, and assistive technology tools and supports that may be considered to support that area of need.

- **Instructional or Access Area Sample Tasks:** List of potential tasks that may require the use of assistive technology, tools, and/or strategies for students to independently engage in or access.
- **Standard Tools:** Standard educational technology that may be available for all students. Even if standard tools are available for all students, this technology may be considered assistive technology if the student with a disability would be less able or unable to independently participate in a task or independently access the resources in the environment relevant to their IEP goals without the technology.
- **Modifications, Accommodations, and Strategies**: Potential modifications or accommodations, not including assistive technology, that may be provided to build independence, make progress toward IEP goals, and access FAPE. Modifications and accommodations are for instructional areas and are not to be considered accommodations for Standards of Learning (SOL) testing. For more information, visit the Virginia Department of Education's [Assessment and Accommodations webpage](#).
- **Assistive Technology Tools and Supports:** Potential assistive technology tools and solutions to support the student in this area of need to build independence, make progress towards IEP goals, and access FAPE.

This is not an exhaustive list. Additional tasks and solutions should be considered by teams to address individual student need(s), including consultation with related services providers and others, including the student and family, to assist with consideration and/or assessment of potential AT and other instructional needs. Teams are encouraged to use the principles of Universal Design for Learning when designing instructional activities prior to selecting and implementing assistive technology, tools, and strategies.

This guide was developed and updated by the Virginia Department of Education's (VDOE's) Assistive Technology (AT) Network (2022). The identification of any products, private vendors, or links to websites in this guide is only for the purpose of providing examples and information and does not constitute the VDOE or AT Network's endorsement of these products. The selection of products and implementation of practices should be based on individual student needs and local regulations and policies.

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For additional information, visit Virginia AT Network the Virtual AT Lab, and the AT Tools in Schools booklet.

Communication			
Instructional or Access Area Sample Tasks	**Standard Tools**	**Modifications, Accommodations, and Strategies**	**Assistive Technology Tools and Supports**
- Gain attention of others in environment - Express basic wants/needs - Request assistance - Greet others - Participate in conversations with peers and teachers - Respond to teacher and peer questions and comments - Provide oral report in class on assigned topic - Inform others of events - Clear beginning and end to conversations - Consistent access to communication devices	- Organizing diagram for presentations - Emails and messaging	- Interpreter/transliterator - Verbal prompts - Gestures - Modeling appropriate skills - Repetition of spoken answers - Additional response time - Accept shortened responses - Priming prior to activities - Intervener (for students with deaf-blindness)	- Speech enhancing devices (amplifiers) - Light/low tech augmentative communication solutions (picture communication boards, Pragmatic Organisation Dynamic Display (PODD), books, alphabet boards, eye gaze frames, wallets) - Speech generating devices with recorded messages (talking switches, single message devices, multiple message devices with one or more levels, sequencing switches) - High tech dynamic display speech generating devices and apps (Proloquo2Go, Language Acquisition Motor Planning (LAMP), Unity, Sounding Board, GoTalk NOW) - Provide oral reports using any device listed above - Device strap and/or mount - Visual supports - Captioning

Auditory Processing

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
• Follow verbal directions • Listen to stories, books, and answer comprehension questions • Listen to classroom discussion and apply information (answer questions, record notes) • Listen to teacher lecture and apply information (answer questions, record notes) • Listen to verbally presented information and retell with correct sequencing and facts • Listen to videos to gather information about current instructional topics • Respond to environmental stimuli (someone knocking on classroom door, bell ringing, fire alarm)	• Television or monitor • Interactive whiteboard • Digital device (tablet, iPad, mobile device) • Headphones to reduce extraneous noise • Document camera to provide visual outline during note taking • Closed captioning	• Preferential seating • Use teacher proximity • Elimination of extraneous noise (air conditioner) • Chunk directions into smaller steps/segments • Use verbal prompts • Use gestures • Pre-teach vocabulary and components of the lesson • Digitize verbally presented information for repeated presentation • Use visual aids (picture symbols, diagrams, maps) to illustrate key points • Provide a written outline of lecture • Use a peer to record notes in class • Provide printed script of video • Provide sign language interpreter • Frequent checks of understanding	• Personal amplification system • Classroom sound field system • Auditory trainer • Cued Speech Transliterator • Personal hearing aids • Digital recorder with indexing capability • Cloud-based programs for transferring teacher written notes to student computers for viewing and printing (Google docs) • Environmental alert system • Speech-to-text application for converting teacher lecture to text • Closed captioning for instructional materials • Real time captioning of class lecture and discussion • Smartpen (Livescribe) • Smart notebooks or digital notepads (Rocket Book, Everlast, Elfin, Boogie Board)

Reading

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
• Identify letters in isolation and in sequence • Recognize written name • Read basic/primer sight words • Read functional words (community, emergency, grocery) • Read target/selected words within a sentence • Comprehend age/grade reading materials • Read print materials from textbooks and supplemental materials with comprehension • Read material from worksheet with comprehension • Read material from board and overhead with comprehension • Read material from digital display with comprehension • Read longer reading passages with comprehension and	• Textbooks • Worksheets • Printed information on board or projected • Printed test materials • Instructional applications to remediate basic reading and/or reading comprehension skills • Online classroom instructional materials	• Reading assistance • High-interest, low-level reading materials • Increased time for completing reading materials • Decreased length of assignment • Simplify complexity of text • Color coding and highlighting to emphasize key points • Custom vocabulary list • Increase print size of materials • Visual access to English sounds	• Page fluffers • Slant boards and book holders for positioning books • Color overlays (based on student preference) • Tracking strategies (reading window, bar magnifier) • Speaking spell checker or dictionary extensions or apps as a word recognition aid • Reading or scanning pen digital books and materials (Accessible Instructional Materials Center of Virginia (AIM-VA), Recordings for the Blind and Dyslexic, Bookshare, Learning Ally, teacher-made) • Text enlargement/magnification software and settings • Solutions for converting text into accessible format (scanner with optical character recognition (OCR) software, extensions and apps with OCR ability, braille embosser, refreshable braille displays, tactile graphic production systems) • Apps that read pictures of paper

without fatigue • Answer literal questions regarding materials • Answer questions regarding main idea of materials read • Answer inferential questions regarding materials read			(Seeing AI, Speechify, Claro ScanPen) • Digital devices (Chromebook, tablet, iPad, mobile phones) with text-to-speech applications and extensions • Built-in accessibility features of Chromebooks, tablets, laptops, etc. • Changes in text size, spacing, color, background (Immersive Reader)

Mechanics of Handwriting

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Write name or other information - Copy letters, words, and numbers for skills practice - Write words from memory - Copy print from book or worksheet - Copy notes from board or overhead - Complete written test with multiple choice response - Complete written test with matching response - Record notes from teacher dictation/lecture with teacher recording notes on board or overhead - Record notes from teacher dictation/lecture without teacher notes - Copy numbers - Enter number in correct location within calculation problems	- Crayon/marker - Pencil - Pen - Letter and number strip - Clipboard - Computer, Chromebook, tablet, or iPad with word processing application plus grammar and spellchecker - Instructional applications to remediate and enhance specific writing skills	- Increased time for completing assignments - Decreased length of assignment/number of responses - Oral dictation as an alternative to writing - Peer-notetaker - Format of assignment changed to meet need of student (multiple choice, matching word banks, fill-in-the-blank, short answer) - Word banks, sentence starters, and cloze format writing activities for supports - Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture - Student highlights key points on printed copy of notes rather than copying or recording lecture notes - Webbing-concept mapping strategy - Use a ruler to assist in drawing a straight line from question to answer choice	- Pencil grip or other adapted writing aids - Adapted paper (bold line, raised line, different spacing, graph paper, secured to desk, paper stabilizers) - Slant board - Personal dry-erase board - Non-slip writing surface (Dycem) - Dictation for responses and notetaking - Portable word processor (Chromebook, iPad, laptop) - Note taking device (braille, recording device, Smartboard, Notetaker) - Electronic worksheet completion (Kami, SnapType, Adobe Fill and Sign) - Computer, tablet, iPad, or mobile device with writing application - Mind mapping, graphic organizers, outlining, and templates - Speech-to-text-and text-to-speech - Word prediction software, extensions and apps

- Copy math calculation problems with correct alignment - Record dictated math calculation problems with correct alignment - Copy diagrams and graphs; create and plot linear and quadratic equations on graph			- Adapted keyboards and/or keyboard apps - Smart pen or app with recording and note taking features (Livescribe Echo Pen, Notability, AudioNote) - Spell check or grammar check extensions and apps - Letter stamps - Sticky note-word banks for fill in the blank worksheet completion - Built in accessibility settings and tools - Multi-input math tools (EquatIO) **Note:** Adaptive input or output to be used as needed for all computer-based writing solutions. **Adaptive input** is for anyone who cannot successfully use a standard keyboard (e.g., keyguard, keyboard utilities, enlarged keyboard, alternate keyboard, touchscreen, on-screen keyboard, trackball, switch access, voice recognition software, braille input). **Adaptive output** is for anyone who cannot gain meaning from the display on a standard monitor (e.g., large monitor, screen enlargement software, text or screen reading software, braille).

Written Composition			
Instructional or Access Area Sample Tasks	**Standard Tools**	**Modifications, Accommodations, and Strategies**	**Assistive Technology Tools and Supports**
• Complete written worksheets with single-word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence responses • Complete written test with short answer (phrase/sentence) • Complete written test with essay response (multi-paragraph) • Generate creative/spontaneous writing samples • Complete written test and forms with fill-in-the-blank responses • Write words from memory	• Computer, Chromebook, tablet, or iPad with word processing application plus grammar and/or spell checker • Writing utensils and worksheet • Augmentative and alternative communication (AAC)	• Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Webbing-concept mapping strategy	• Recording device for dictated responses and notetaking (built-in microphones, smart pens) • Word prediction software • Voice recognition software (voice typing on Google Chrome) embedded in device operating systems (iOS, Android, Chrome) • Word cards, book, wall • Writing templates • Student-created dictionary

Spelling

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Identify correctly spelled word from printed list - Write spelling words from dictation - Spell words orally - Take a written spelling test - Use spelling words appropriately in a sentence - Locate correctly spelled words in an online dictionary - Complete writing tasks with correct spelling - Identify incorrectly spelled words in writing sample	- Flashcards - Alphabet strip - Digital device with word processing application and a built-in spellchecker - Instructional software to remediate and enhance basic phonics and spelling skills - Digital and print dictionaries	- Peer or adult assistance for difficult-to-spell words - Personal or custom dictionary - Problem-word list - Reduce number of spelling words - Increased time for completing assignments - Personal dry-erase board for practice - Visual access to English sounds	- Digital recorder, extension, or app with difficult-to-spell words recorded - Hand-held spellchecker with or without auditory output - Word processing software with built-in spellchecker (Chromebook, iPad, laptop) - Spell checker extensions (Ginger, Grammarly) - Digital device with text-to-speech and a speaking spell checker - Word prediction application - Smart speaker or assistant - Student created dictionary

Math

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Identify numbers in isolation and sequence - Comprehend basic math concepts - Complete basic calculations (addition, subtraction, multiplication, division) - Complete complex math calculations - Complete math-word problems - Tell time to the hour and half-hour using an analog and digital clock - Calculate passage of time - Identify coins and bills - Demonstrate understanding of coin and bill value - Utilize money to purchase items - Utilize coins and bills to make change - Maintain and balance a checkbook	- Manipulatives - Rekenrek - Abacus - Number line - Math fact sheets - Calculator - Desmos apps, website, extensions - Instructional application to remediate and enhance specific math skills - Online math activities NCTM Illuminations, Interactivate Math Apps, iXL) - Math Aids-VDOE Accommodation Code 19 - Virtual math manipulatives (National Library of Virtual Manipulatives, Math Learning Center apps)	- Change format of assignment (write answers only) - Peer or adult reading of problem and recording of answer - Reduce number of problems - Provide additional spacing between problems - Provide additional time to complete tasks - Increase size of print - Change complexity of material (separate problems by operations required) - Teacher or peer support for reading and assistance	- Modified paper (bold line, enlarged, raised line, graph paper) - Calculator with auditory output - Calculator with large display - Calculator with large keypad - Calculator with embossed output (Braille 'n Speak) - Digital device with on-screen calculator - Electronic math worksheet software with adaptive input and output as needed (MathPad, MathPad by Voice, ModMath, Panther Math Apps) - Graphing calculator software (accessible graphing calculator) - Adapted math manipulatives (enlarged, textured) - Benetech Math Share - Microsoft OneNote Math Tools and Google Doc Equation Toolbar - Adapted measuring devices (devices with speech output, large print display, or tactile output) - Digital math whiteboards - Multi-input math tools (EquatIO) - Desmos accessibility features

Executive Functioning: Study, Organizational Skills, Self-Regulation and Attention, and Task Completion			
Instructional or Access Area Sample Tasks	**Standard Tools**	**Modifications, Accommodations, and Strategies**	**Assistive Technology Tools and Supports**
- Copy assignments to planner - Record assignments from teacher dictation - Complete assigned tasks within designated timelines - Locate correct pages in text - Request assistance when needed - Locate appropriate materials/supplies for class activities - Stay focused on task - Note taking - Staying in their designated area (sitting in seat, standing behind desk)	- Instructional materials, to remediate deficit areas and teach compensation strategies - Paper and digital calendars and planners	- Assignment sheet provided - Outlines of key points - Student schedule or checklist - Student self-monitoring sheets - Positioning student strategically within classroom environment - Timers - Consultation with occupational therapist (OT) for strategies - Allow flexible seating	- Print picture or object calendar/schedule - Functional routines - Organizational aids (folders, color coding, appointment book, sticky notes) - Digital recorder or voice message recorder - Electronic organizer (reminder apps, mobile device applications, cloud-based calendars, tasks organizers, note taking tools) - Digital device with organization applications - Speech or tactile prompting device - Specialized timers (Time Timer, WatchMinder, Revibe) - Apps and extensions to aid in focusing - Smart notebooks or digital notepads (Rocket Book, Everlast, Elfin, Boogie Board)

Behavior

Note: When considering AT to support behavior, it is important to determine the function of the behavior. Once the function is determined, then go to the section corresponding to the student's need. For example, if a student demonstrates avoidant behaviors during reading (e.g., puts head on desk), the IEP Team may meet and discuss the function and determine that the behavior is due to a reading disability; therefore, the team may want to consider AT pertaining to reading.

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Complete classroom activities - Follow classroom routines - Manage classwork - Maintain self-regulation	- Classroom rules and expectations - Classwide behavior intervention system	- Frequent breaks - Strategic scheduling/first-then board - Social stories - Pair with a peer - Behavioral momentum (easy activity progressing to more difficult)	- Visuals: visual schedules, first-then boards, visual cues - Agenda to keep track of daily and monthly schedules - Object cues or calendar system - Functional routines - Continuous access to communication - Apps for calming and/or relaxation - Time-keeping strategies (visual times, reminder watches) - Visuals that bring awareness to voice volume (low-tech visuals, apps, websites) - Communication supports - Token boards and token economy systems - Checklists - Calendars - Luggage tag reminders - Reminder apps or watches

Sensory Processing

Note: The AT for a student's sensory needs is specialized and best addressed with the support of an OT after a thorough evaluation.

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Maintain a calm, focused state in order to complete classroom activities - Use appropriate force to manipulate classroom materials and tools - Maintain an upright seated position in a variety of school seating options - Participate in active and loud settings (pep rallies, gym activities)	- Standard classroom seating and lighting - Breaks naturally built into the schedule	- Extra breaks in a quiet area - Targeted movement activities or heavy work (under the guidance of an OT) - Strategic and preferred seating - Reduce visual input by decreasing wall posters and decor - Use calming or alerting color schemes	- Picture or text-based visual schedules - Overhead light covers/filters (if approved by school division) - Use of warm lighting with lamps - Sunglasses or hat to dim light - Wiggle cushions and/or ball chairs - Wobble stools - Standing desks - Fidgets - Oral stimulation objects - Hand-under-hand prompting - Noise cancelling headset or earplugs - Visual or tactile barriers - Use of paintbrush or gloves during messy play or finger painting - Stretchy band on chair legs - Overstuffed bean bag chair The following AT should only be utilized in partnership with an OT: - Weighted and/or pressure vests

Sensory: Blindness/Vision Impairment and/or Deaf/Hard of Hearing

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Reading school materials (distance, medial, and near tasks) - Navigation around the school - Listening for directions and information - Finding needed materials (notebooks, rulers) - Completing classroom activities - Use of descriptive teaching strategies - Integration of accessible materials and media	- Printed materials (braille, large print) - Functional listening evaluation - Learning media assessment (completed only by Teacher of Students with Visual Impairments)	**Blindness and Vision Impairment** - Support/consultation with a teacher of students who are blind or visually impaired (TBVI) for educational supports and orientation, and a mobility specialist for navigation support - Lighting - Additional time to complete tasks to decrease visual fatigue - Accessible visual presentation (adjusted font size, style, spacing; color contrast; reduced visual complexity as needed on device or printed materials; compliance with WCAG standards on accessibility) - Tactile supports - Preferred seating - Access to braille - Access to digital materials **Deaf and Hard of Hearing** - Support/consultation with a teacher of the deaf and hard of hearing - Interpreter	**Blindness and Vision Impairment** - AIM-VA provides books and worksheets in braille, large print, audio and digital text formats; Learning Ally for eligible students - Virginia Department for the Blind and Vision Impaired Library and Resource Center (access to braille books, materials, educational devices through federal quota funds) - Magnifiers (stand-alone device, screen magnification on device, or as separate application/program) - Video magnifiers (closed-circuit televisions) with distance and near magnification capabilities - Text-to-speech or screen reader tools - Screen readers (JAWS, NVDA, Voiceover) allow for screen reading and access to interactive elements of the operating system - Keyboard and gesture access to supplement or replace mouse on

		- Preferred seating - Teacher proximity - Elimination of extraneous noise - Copies of notes - Reduce visual distractions - Acoustic highlighting - Use visual aids to illustrate key points (picture symbols, diagrams, maps) **Neurological Visual Impairment: Cerebral Visual Impairment** - Decreased visual clutter and presentation - Highlighting salient features - Collaborate with vision specialist to explore other options	a computer and visual manipulation on a touch tablet - Braille notetakers and refreshable braille displays - Manual brailling options (e.g brailler, slate, and stylus) - Accessible files (documents, slides, media) - Large screen and/or touch screen monitors - Touch tablets with cameras, screen sharing - Book stands or slant boards - Specialized pens (felt tip) - Abacus or Rekenrek 3D manipulatives - Tactile graphics - Device operating accessibility features - Highlighting important content **Deaf and Hard of Hearing** - Closed captioning on videos, instructional materials - Hearing assistive technology - AAC devices/communication boar - Digital books with highlighting - Speech-to-text devices to convert teacher lecture to text - Refer to Auditory Processing in this document for additional ideas

Recreation, Leisure, and Adaptive Play

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
• Participate in play activities (turn-taking, parallel play) • Participate in leisure activities (look at or read books/magazines, play video games, listen to music, play sports) • Manipulate and operate toys, tools, and electronic appliances required for participation in leisure activities • Free play on school playground	• Puzzles • Games • Toys • Music (mobile devices, MP3, CD-ROM) • Playground equipment	• Verbal prompts • Adult and/or peer assistance • Modeling appropriate skills • Cooperative participation with game modification • Video modeling • Visual supports	• Knobs for puzzles • Adapted crayon holders • Adapted books • Adapted music • Raised-line coloring sheets • Adapted spinners for games • Switch accessible toys (switch interface) • Environmental control devices • Adaptive video controllers • Power control units and battery adapted devices • Adaptive sports equipment • Digital devices with adapted input devices and applications to address leisure skills • Spring scissors, table top scissors, switch-activated scissors • Adapted art tools • Whole or partial object symbol for choice • Accessible access to playground equipment • Visual representation for toys that make noise

Technology Access

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Word processing applications - Online research - Digital games - Data entry - Communicate via email, video conferencing, text messages, captioning (live or automated speech recognition) - Educational activities (testing, drill, practice)	- Keyboard - Mouse - Monitors - Tablets and mobile devices - Computers and laptops - Typing tutors - Scanner - Braille keyboard - Magnifier	- Additional time to complete tasks - Adult or peer assistance	- Keyboarding using accessibility options - Word prediction, keyboard shortcuts - Keyguard - Arm support - Trackball or joystick with on-screen keyboard - Alternative keyboards (backlit, large print keys, high contrast, color coding) - Mouth stick or head mouse with on-screen keyboard - Voice recognition applications - Touchscreen - Eye gaze bar and software or app - Built-in accessibility features and settings (recipes, assistive touch) - Computer and/or tablet switch interface; switch scanning software, websites, or settings - Screen reader - Screen magnification - Tablet paired with Bluetooth keyboard and mouse - Adapted stylus

Environmental Controls			
Instructional or Access Area Sample Tasks	**Standard Tools**	**Modifications, Accommodations, and Strategies**	**Assistive Technology Tools and Supports**
• Turn on/off lights • Operate appliances (TV, DVD or Blu-ray Disc, blender, CD/music player) • Use digital devices • Open doors and locker	• Universal remote • Digital devices	• Assigned peer or assistant to respond to call for assistance • Lowered light switches • Environmental modifications	• Attention-getting devices (call button, light-up switches, flags) • Light switch extension • Electronic control unit and switch to turn on electrical appliances (powerlink with radio, fan, or blender) • Bluetooth or infrared (IR) remote controlled appliances • FM systems • Smart speakers and/or virtual assistants operated with voice command and paired with smart devices and/or plugs • Large button, universal remote, or app installed on an iPad or tablet • Use communication device to request assistance from staff or peers • Use of key to access lockers with built-in combination locks • Use various types of locks (directional, letter, key) • Decrease visual complexity in environment

Positioning, Seating, Mobility

Note: If assistance is needed for positioning and/or mobility, consult an occupational therapist or physical therapist for support.

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
• Move about the classroom, school, and community • Manipulate educational materials during assigned activities • Maintain seating/position for participation in activities	• Classroom chairs, desks, tables • Floor seating on carpet in elementary schools • Auditorium seating • Lunchroom seating	• Limit mobility requirements through careful scheduling of daily activities (order, location) • Peer and adult assistance • Modification of requirements based upon student's daily energy level and the task to be completed • Provide preferred seating options • Extra time for transition between classes • Flexible seating	• Adaptive classroom equipment (prone and supine standers, adapted chairs with seating modifications and support) • Supportive floor seating (Corner Chair, Special Tomato) • Adapted tables and desks • Walkers and gait trainers • Crutches and canes • Manual wheelchairs • Power-assist manual wheelchairs • Power wheelchairs with adapted joystick handles • Lap trays and equipment mounts • Positioning equipment for toileting • Prompts and supports added to regular classroom equipment • Lifts • Adapted playground swings • Ball chairs, wobble stools, wiggle cushions

Activities of Daily Living

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
• Eat and drink independently • Prepare simple snack • Prepare basic meal • Dress and undress independently (for physical education class or extra-curricular activities) • Complete personal hygiene and grooming tasks (brushing teeth, hair, apply deodorant) • Toileting • Perform simple classroom chores/jobs	• Eating utensils • Cafeteria tray • Gym/personal clothes • Personal hygiene tools (toothbrush, comb, brush) • Toileting supplies • Cleaning materials and appliances • Kitchen appliances • Broom, duster, etc.	• Verbal prompts • Modeling appropriate skills • Picture cues and prompts • Additional time to complete tasks • Modification of task length and complexity • Video modeling • Visual supports (step-by-step instructions, schedule, recipes)	• Adapted eating aids (grips for standard eating utensils, adapted eating utensils, adapted cups/glasses, scoop plate) • Adapted dressing aids (buttonholer, pulls for zippers, Velcro fasteners, adapted shoe laces) • Adapted cooking and food preparation aids (blender attached to power control unit, adapted pouring handles, switch-activated pouring cup) • Adapted household cleaning tools and appliances • Specialized equipment for positioning and support during toileting (adapted toilet seat, bathroom rails, adaptive faucet handles) • Refer to other sections in this document for leisure, vocational, mobility, and learning aids, and communication

Vocational Skills

Instructional or Access Area Sample Tasks	Standard Tools	Modifications, Accommodations, and Strategies	Assistive Technology Tools and Supports
- Complete assigned job skills (filing, sorting, assembly) within designated timelines - Utilize tools, manipulatives, and equipment to complete tasks - Complete single- and multiple-step tasks	- Sorting and assembling materials - Office equipment - Computer with standard office applications - Timers and watches	- Verbal prompts - Picture and word cues - Modeling appropriate skills - Cooperative participation with peers and adults - Student self-monitoring sheets - Modification of task length and complexity - Video modeling	- Individualized task and material modifications to meet student needs (custom jigs and guides) - Digital devices (with adaptive input) and applications to address pre-vocational or vocational needs - Digital schedules - Reminder apps - Vibrating and talking watches and timers (Watchminder, Time Timer, commercially available smart watches) - Auditory prompting with and without visual display - Checklists (words or pictures) - Digital job task sequencing apps, tools, and devices - Communication Tools (pictures, objects, cards, paper and pencil, device)