

Louisiana Statewide Assessments, Accommodations and Assistive Technology

A Collaborative Project of the
Division of Educational Improvement and Assistance
and
Division of Standards, Assessments and
Accountability

Cecil J. Picard
State Superintendent of Education

February 2, 2007

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Louisiana Statewide Assessments, Accommodations and Assistive Technology

Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. A test accommodation is a change in setting of test administration, timing, scheduling, presentation format, and/or method of response to the assessment. Not all students with disabilities will need test accommodations, but many will need them to provide a valid and accurate measure of their abilities. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. The accommodation should allow the test score to reflect the student's proficiency in the area tested without the interference of his or her disability.

Test accommodations should not be different from or in addition to the accommodations provided in the classroom during instruction and assessment as indicated on the student's Individualized Education Program (IEP) or Section 504 Individual Accommodation Plan (IAP). According to the 2004 amendments to the Individuals with Disabilities Education Act (IDEA), accommodations for administration of general state- and district-wide assessments must be based on each student's needs as documented in the student's IEP. If an accommodation is not provided routinely in classroom instruction and assessment, even though it is an indicated accommodation, it would be inappropriate to provide that accommodation during testing—even though it might improve the student's score on the assessment. For example, if the student does not routinely use a calculator in regular classroom instruction and assessment, then a calculator would not be appropriate as a test accommodation.

Selection of appropriate accommodations is facilitated by a review of the student's current instructional and classroom assessment accommodations and a clear understanding of the test format and what it measures. Use this information to determine which accommodations enable the student to demonstrate best what material has been mastered. However, the accommodations must never compromise the purpose of the test. For example, the reading test cannot be read to the student because reading to the student distorts the purpose of the test – to measure reading ability. On the other hand, part or all of the science or other subject area tests can be read to the student whose IEP or IAP specifies a reading disability and lists Tests Read Aloud as an accommodation.

Accommodations are allowed on statewide assessments when documented on the student's IEP or IAP. Modifications are NOT ALLOWED on the statewide assessments. The following are definitions of accommodations and modifications:

Accommodations: An accommodation is any technique that alters the academic setting or environment to help a student access the curriculum and validly demonstrate learning. An accommodation generally **does not** change the information, amount of information learned, or performance criteria. Accommodations enable learning and accurately assess the student's real knowledge rather than assessment of the student's ability.

Modifications: A modification is any technique that alters the work required in some way that makes it different from that work required of other students in the same class. Modifications include changes in instructional level, content, and performance criteria. A modification **does change** the work format or amount of work required of a student. It helps the student cope with a broader array of academic tasks and, like some accommodations, allows for more accurate assessment of the student's true knowledge.

According to the 2004 amendments to the *Individuals with Disabilities Education Act* (IDEA), assistive technology must be considered for all students with disabilities and should be documented on the student's IEP. In order to use assistive technology (AT) during statewide assessment, AT must be documented in the Louisiana Educational Assessment Program box on the Program/Services form. The following are definitions of AT devices and services:

Assistive Technology

The term assistive technology means technology designed to be utilized as an assistive technology device or assistive technology service.

Assistive Technology Device

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, used to increase, maintain, or improve the functional capabilities of a student with a disability.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Assistive Technology Service

The term assistive technology service means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Included in these services are the following procedures:

- *An evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment*
- *The purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities*
- *The selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices*
- *The coordinating and using of other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs*
- *The training or technical assistance necessary for a student with a disability, or where appropriate, for the student's family*
- *The training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or who are otherwise substantially involved in the major life functions of that student*

IDEA 2004, P.L. 108-446

If assistive technology is used during district- or state-wide testing, districts must ensure the following:

- The use of assistive technology during testing is consistent with the specifications described in the student's IEP.
- The student has been using the assistive technology during classroom instruction and routine testing as it is applied during the district- or state-wide testing.
- The test administrator is trained in the use of the assistive technology as it applied during the district- or state-wide testing.
- The assistive technology is in working order.

Louisiana Statewide Assessments 2006 - 2007

Assessments	Grades	Subjects
Louisiana Educational Assessment Program (LEAP)	4, 8	English Language Arts, Mathematics, Science, Social Studies
<i>integrated</i> Louisiana Educational Assessment Program (LEAP)	3, 5, 6, 7	English Language Arts, Mathematics, Science, Social Studies
<i>integrated</i> Louisiana Educational Assessment Program (LEAP)	9	English Language Arts, Mathematics
Graduation Exit Examination (GEE)	10	English Language Arts, Mathematics
Graduation Exit Examination (GEE)	11	Science, Social Studies
LEAP Alternate Assessment, Level 1 (LAA 1)	3-11	English Language Arts, Mathematics, Science, Social Studies
LEAP Alternate Assessment, Level 2 (LAA 2)	4, 8	English Language Arts, Mathematics, Science, Social Studies
LEAP Alternate Assessment, Level 2 (LAA 2)	3, 5, 6, 7, 9, 10	English Language Arts, Mathematics
LEAP Alternate Assessment, Level 2 (LAA 2)	11	Science, Social Studies
English Language Development Assessment (ELDA)	Kindergarten - 12	Reading, Writing, Listening, Speaking

Accommodation DOs and DON'Ts

Accommodation: Braille	
<p>Braille editions of the test may be ordered for students who are proficient in this mode of access to written material. Graphs, tables, maps and other graphics may be adapted for the braille edition. Descriptors are provided of pictures. A supplementary package will be provided if materials are needed for students to respond to specific questions. Some items may be omitted from the braille edition if they cannot be brailled (students' scores are not penalized). Practice tests for the LEAP and GEE are provided in braille upon request from the Louisiana Instructional Media Center (LIMC).</p>	
DOs	DON'Ts
<ul style="list-style-type: none"> • The test administrator must transfer all student responses to a scorable answer document, including the responses to constructed-response items, in the presence of the school test coordinator. • The test administrator should then write "Transferred" at the top of the braille test booklet and turn it in with the other testing materials. • Students may use an abacus for the entire Mathematics test. (For calculator use refer to page 9, Assistive Technology.) • Do read and follow the test administration notes for braille. 	<ul style="list-style-type: none"> • The test administrator cannot braille the response for the student.

Accommodation: Large Print	
<p>The large print edition is an enlarged copy of the regular print edition of the test that may be used with students who use large print as an accommodation in classroom instruction and assessment. The font sizes used are 18 to 20 point fonts. Students who use the large-print edition should be allowed to mark their answers in the large-print test booklet. Descriptors are provided of pictures as needed. Practice tests for the LEAP and GEE are provided in large print upon request from the Louisiana Instructional Media Center (LIMC).</p>	
DOs	DON'Ts
<ul style="list-style-type: none"> • The test administrator <u>must</u> transfer all student responses to a scorable answer document, including the answers to constructed-response items, in the presence of the school test coordinator. • The test administrator should then write “Transferred” at the top of the large-print test booklet and turn it in with the other testing materials. • If the font provided is not large enough, a visual magnification device may be used. 	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Note: Graphics to be measured are <u>not</u> enlarged in the Large Print version.</p> </div>	

Accommodation: Assistive Technology (AT)	
Assistive technology can include but is not limited to a computer, tape recorder, calculator, abacus, pencil grip, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, and electronic reader (text-to-speech). For examples see the appendix.	
DOs	DON'Ts
<ul style="list-style-type: none"> • The use of AT as an accommodation for standardized testing must be indicated on the student's IEP or IAP and based on the specific needs of the student as determined through the AT assessment process. • The use of AT as an accommodation for testing must be consistent with the use of AT as an accommodation for routine instruction and routine assessment that is implemented throughout the year. • The test can be scanned for optical character recognition (OCR) under the supervision of the school test coordinator. • Text-to-speech may be used except for the <i>Reading and Responding</i> session of the <i>English Language Arts test</i> on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 <i>iLEAP</i>, Reading, part 2 on grades 3, 5, 6, & 7 <i>iLEAP</i>, and the ELDA <i>Reading</i> test. • ALS (assistive listening systems) and/or amplification systems may be used individually or in small groups with other students with the same accommodation. • Test administrators can use a highlighter to highlight the task or verbs in the directions only on the test. • Students can use a reading guide/colored filters to keep in place. (Caution: The test administrator should provide these materials and ensure that nothing is written on the guide/filter.) 	<ul style="list-style-type: none"> • No dictionaries and thesauruses, including electronic dictionaries and thesauruses, can be used for any sessions of the tests except for the writing session of <i>iLEAP</i>, LEAP, LAA 2 or GEE. • AT may not be used unless it is documented on the IEP/IAP and is used for instruction and routine assessment that is implemented throughout the year. • Students cannot write or highlight in <i>iLEAP</i> booklets unless it is indicated as an accommodation on the IEP or IAP. • Do not use text-to-speech for the <i>Reading and Responding</i> session of the <i>English Language Arts test</i> on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 <i>iLEAP</i>, <i>Reading, part 2</i> on grades 3, 5, 6, & 7 <i>iLEAP</i>, and the <i>ELDA Reading</i> test. • Students must not highlight on the answer documents.

Accommodation: Answers Recorded	
<p>If a student is unable to write due to his/her disability, provisions must be made for the test administrator to record the student's answers on the scorable answer document. Scribes (one who writes for the student) and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the answers. The student's responses must accurately represent the student's own choices.</p>	
Dos	DON'Ts
<ul style="list-style-type: none"> • The student may indicate response through various modes (e.g., speaking, pointing, eye gaze, gesture, signing, and communication device). • Cards or blocks with letter choices for multiple choice items may be provided for students who respond by pointing, gesturing, or eyegaze. • If a scribe is used for the writing session of the <i>English Language Arts</i> tests, the scribe must write exactly what the student dictates without punctuation and capitalization. After completion, the student must edit what the scribe wrote and provide any punctuation and capitalization. 	<ul style="list-style-type: none"> • The test administrator cannot provide or program into a device test specific vocabulary/phrases. • The scribe cannot provide any punctuation and capitalization to the student's response for the writing session of the ELA test for LEAP, GEE and LAA 2.

Accommodation: Extended Time/Adjusted Time	
<p>Every student should be given sufficient time to respond to every test item. Time may be adjusted for certain students, such as those who have short attention spans or who may be unable to concentrate for long periods of time on a given task. The test administration time may have to be altered considerably to allow for intermittent short breaks during the testing period, or it may be determined appropriate to administer the test in a number of short sessions. Testing may also be stopped and continued at a later time if a student's behavior interferes with testing. The elapsed time must be documented and the test administrator must closely monitor that test security is maintained. The time of day the test is administered may also be adjusted to a time more beneficial to the student.</p> <p>These sessions, however, must be completed within the allotted test dates.</p>	
DOs	DON'Ts
<ul style="list-style-type: none"> • Makeup days may be used to complete testing. • If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items. 	<ul style="list-style-type: none"> • After breaks, students may not return to previously attempted items.

<p>Accommodation: Communication Assistance</p>	
<p>A test administrator who is fluent in the cued speech or signing modality routinely used by the student should be available to repeat or clarify directions and sign <i>portions</i> of the test if warranted by the student's reading level as documented on the IEP or IAP. The interpreter must exercise caution in interpreting to avoid providing answers.</p>	
<p>DOs</p>	<p>DON'Ts</p>
<ul style="list-style-type: none"> • The words on the <i>Vocabulary</i> test on <i>iLEAP</i> must be finger spelled to avoid signing the answers. • If signing to a group of students, the test may be projected using a document camera. • Transparencies of the test may be requested if signing to a group of students. (Transparencies must be requested in advance from the LDE, Division of Standards, Assessments, and Accountability.) 	<ul style="list-style-type: none"> • The <i>Reading and Responding</i> session of the <i>English Language Arts</i> test on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 <i>iLEAP</i>, Reading, part 2 on grades 3, 5, 6, & 7 <i>iLEAP</i>, and the ELDA <i>Reading</i> test may <u>not</u> be signed or cued. Do not sign or cue the passage, questions, or distractors on these sections of the tests. • It is a breach of test security to provide signs or cues that convey answers. (See <i>Bulletin 118</i>, Chapter 3, Test Security Policy.)

<p>Accommodation: Transferred Answers</p>	
<p>If a student records answers in the test booklet or uses braille, large print, or other technological assistive devices as documented on the student's IEP or IAP, the test administrator must transfer <u>all</u> of the student's responses onto a scorable answer document exactly as written by the student. Responses not transferred will not be scored. All documents with any student responses <u>must</u> be turned into the school test coordinator.</p>	
<p>Caution: The school test coordinator should verify that all of the answers have been transferred.</p>	
DOs	DON'Ts
<ul style="list-style-type: none"> • Students may write, type, scan, braille, use voice recognition software, or utilize other methods to provide responses on formats other than the scorable answer document. • Students may use an electronic word speller (not a dictionary, except for the writing session of the iLEAP, LEAP, GEE, and LAA 2). • Students may use word prediction software. • Students may use cards or blocks with letter choices for multiple choice items. • All hard copy responses must be submitted to the School Test Coordinator, and all digital copies deleted or destroyed. Be sure to empty the computer recycle bin (Win) or trash can (Mac). 	<ul style="list-style-type: none"> • Test Administrators may not modify a student's responses. • Don't keep any of the student's responses/output in either a digital or hard copy.

Accommodation: Individual/Small Group Administration	
<p>Tests may be administered to a small group (a maximum of eight students) or an individual requiring more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (i.e., extended time on a timed test, test read aloud), individual or small group administration must be used.</p>	
DOs	DON'Ts
<ul style="list-style-type: none"> • Individual administration means one-on-one (one test administrator for each student in an isolated setting). • For students using a speech/voice reflector (e.g., Tok-Back Voice Reflector, Whisper), use individual administration to minimize interference with other students' testing. • Students with "Answers Recorded" listed as an accommodation on the IEP should have individual administration. 	<ul style="list-style-type: none"> • Don't group students with individual administration in a setting with other students.

<p>Accommodation: Tests Read Aloud</p>	
<p>With the exception of the <i>Reading and Responding</i> session of the <i>English Language Arts</i> test on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 iLEAP, Reading, part 2 on grades 3, 5, 6, & 7 iLEAP, and the ELDA <i>Reading</i> test, a student who needs such an accommodation, if warranted by the student's reading level as documented on the IEP or IAP, may be allowed to have the other portions of the tests read to him/her.</p>	
<p>DOs</p>	<p>DON'Ts</p>
<ul style="list-style-type: none"> • When reading, the test administrator must exercise caution to avoid providing answers. • The narratives, questions, and responses can be repeated as often as necessary. • Monitor your reading pace to ensure all students have sufficient time to respond to the questions. • The entire test must be read except for the <i>Reading and Responding</i> session of the <i>English Language Arts</i> test on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 iLEAP, Reading, part 2 on grades 3, 5, 6, & 7 iLEAP, and the ELDA <i>Reading</i> test. • The test administrator must be trained in test security and administration. 	<ul style="list-style-type: none"> • The <i>Reading and Responding</i> session of the <i>English Language Arts</i> test on LEAP, GEE, and LAA 2, <i>Reading Comprehension</i> on grade 9 iLEAP, Reading, part 2 on grades 3, 5, 6, & 7 iLEAP, and the ELDA <i>Reading</i> test may not be read aloud. Do not read aloud the passages, questions, or distractors on these sections of the tests. • It is a breach of test security to provide signs or cues that convey answers. (See <i>Bulletin 118</i>, Chapter 3, Test Security Policy.) • Peers or non-trained adults cannot read the test to the student.

Accommodation: Other Accommodations	
Any necessary accommodations may be used but must be decided by the IEP Team or Section 504 Committee and listed on the student's IEP or IAP. The accommodation must not breach test security or subvert the purpose of the test resulting in an invalid test score.	
DOs	DON'Ts
<ul style="list-style-type: none"> • The test administrator can assist the student in keeping his or her place in the test booklet and the answer document. 	<ul style="list-style-type: none"> • Dictionaries and thesauruses cannot be used for any session of the tests except for the writing session of LEAP, iLEAP, GEE and LAA 2. • Directions can be read and repeated for all students. This is not an accommodation. • After repeating directions, if students have further questions, the directions may be clarified. This may be done for all students and is not an accommodation.

Louisiana Department of Education Web Resources

Louisiana Assistive Technology Initiative:

(<http://www.doe.state.la.us/lde/eia/1538.html>)

This page provides information about Louisiana's assistive technology initiative, links to the assistive technology regional centers, professional development opportunities and current projects.

Louisiana Assessment Information:

(<http://www.doe.state.la.us/lde/saa/2273.html>)

This page provides information about state-wide assessments in Louisiana. It includes test guides, released test items, practices tests, and resources for testing accommodations for special populations.

Louisiana Standards, Assessments, and Accountability for Test Coordinators:

(<http://www.doe.state.la.us/lde/saa/1694.html>)

This page provides information for testing coordinators such as testing schedules, policies, procedures, security details, and workshop materials.

Louisiana General Education Access Guide:

(<http://www.doe.state.la.us/lde/eia/505.html>)

This page provides links to a variety of documents associated with IDEA programs, including the *General Education Access Guide*. The guide provides charts of accommodations that can be used in the general education curriculum for a variety of student needs.

Louisiana Comprehensive Curriculum:

(<http://www.doe.state.la.us/lde/saa/2257.html>)

This page provides information about the *Louisiana Comprehensive Curriculum* and lesson activities.

Louisiana Forms and Publications/IDEA:

(<http://www.doe.state.la.us/lde/eia/505.html>)

This page provides links to the IDEA.

Louisiana Forms and Publications/IEP Handbook:

(<http://www.doe.state.la.us/lde/eia/505.html>)

This page provides links to the *Louisiana IEP Handbook*.

Appendix

List of Possible Assistive Technology

B

Note: This list is provided to assist in the consideration of assistive technology for the development, review or revision of a student's educational program. It provides some tools and strategies that teams may want to investigate as possible technology solutions. This is not a complete list of assistive technology resources and strategies. The educational team should consider additional resources when making decisions for a student's needs.

A. Motor Aspects of Writing

- Pencil or pen with adaptive grip
- Adapted paper (e.g., aised lines, highlighted lines, and so on)
- Slantboard
- Type writer
- Portable word processor
- Computer
- Other:

B. Computer Access

- Keyboard using accessibility options
- Keyguard
- Arm support (e.g., rgonomic support)
- Track ball, track pad, joystick with onscreen keyboard
- Alternate keyboard
- Mouth stick or head pointer with standard or alternate keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Word prediction software to reduce keystrokes
- Head mouse or head master/tracer with onscreen keyboard
- Other:

C. Composing Written Material

- Word cards, word book, or word wall
- Pocket dictionary or thesaurus
- Electronic or talking electronic dictionary, thesaurus, or spell checker
- Word processor with spelling and grammar checker
- Talking word processor for multi-sensory typing
- Multimedia software for expression of ideas (assignments)
- Concept mapping and outlining software
- Word processor with word prediction to facilitate spelling and sentence construction
- Voice recognition software
- Other:

D. Communication

- Communication board or book with pictures, objects, letters, or words
- Eye gaze board (Eye gaze communication)
- Simple voice output device
- Voice output device with levels
- Voice output device with dynamic display

- Voice output device with icon sequencing
- Device with speech synthesis for typing

E. Reading

- Changes in text size, spacing, color, or background color
- Use of pictures with text
- Book adapted for page turning (e.g., *page fluffers*, 3-ring binder, cardboard in page protector)
- Talking electronic dictionary to pronounce challenging words
- Flatbed scanner with talking word processor
- Electronic books
- Text to speech software for Web and electronic text
- Concept mapping and outlining software
- Other:

F. Learning and Studying

- Print or picture schedule
- Low-tech aids to find and organize materials (e.g., index tabs, color-coded folders, pocket notebooks/binders)
- Highlight text (e.g., markers, highlight tape, ruler)
- Software for manipulation of objects or concept development.

List of Possible Assistive Technology

B

- Software for organization of ideas and studying
- Recorded material (e.g., books on tape, taped lectures with number coded index)
- Other:

G. Math

- Abacus or math line
- Calculator, with or without print out
- Talking calculator
- Calculator with large keys or large LCD print out
- On-screen calculator
- Software with templates for math computation (consider adapted input methods)
- Tactile or voice output measuring devices (e.g., clock, ruler)
- Electronic math/concept manipulatives
- Other:

H. Recreation

- Adapted toys and games (e.g., toy with adaptive handle)
- Use of battery interrupter and switch to operate a toy
- Adaptive sporting equipment (e.g., lighted or bell ball, Velcro mitt)
- Universal cuff to hold crayons, markers, or paint brush
- Modified utensils (e.g., rollers, stampers, scissors)

- Ergonomic arm support arm for drawing or painting
- Drawing or graphic program on computer
- Recreational computer games/electronic games
- Music software on computer/adapted tape recorder, etc.
- Other:

I. Activities of Daily Living

- Adaptive eating devices (e.g., foam handle on utensil)
- Adaptive drinking devices (e.g., cup with cut out rim)
- Adaptive dressing equipment (e.g., button hook, reader)
- Other:

J. Mobility

- Walker
- Grab rails
- Manual wheelchair
- Powered mobility toy
- Powered wheelchair with joystick, head switch, or sip/puff controls
- Other:

K. Environmental Control

- Light switch extension
- Use of electronic control unit and switch to turn on electrical appliances (e.g., radio, fan, blender)
- Radio or ultrasound remote controlled appliances

- Other:

L. Positioning and Seating

- Nonslip surface on chair to prevent slipping
- Bolster, rolled towel, or blocks for feet
- Adapted or alternate chair, side lyer, stander
- Custom fitted wheel chair or insert
- Other:

M. Vision

- Eye glasses
- Magnifier
- Large print books
- Screen magnifier (mounted over screen)
- Screen color contrast
- Screen magnification software
- CCTV (closed circuit television)
- Screen reader
- Braille keyboard and note taker
- Braille translation software
- Other:

N. Hearing

- Hearing aid
- FM System
- Classroom amplification
- Captioning
- Signaling device (e.g., vibrating pager)
- TDD/TTY for phone access
- Screen flash for alert signals on computer
- Other: