Matching Common Categories of Assistive Technology to Student Learning Profiles

Category of technology	What does it do?	Possible learning profiles	App or software examples
Text to speech	Reads e-books, scanned texts, pdf files, information accessed on the web, e-mails.	• strengths in the areas of auditory memory and verbal comprehension • better listeners than readers • students who need to hear a "backup" to what they are seeing in print • students with dysfluency which might affect comprehension • visual processing difficulties which affects tracking of text	WordQ, (s) iWordQ (a) Natural Reader (s) iReadwrite (a) Voice Dream (a) Kurzweil (s)
Word prediction	Helps the student write by providing a list of words that fit into the sentence Reduces the number of keystrokes necessary for typing words	• weak spellers, but can recognize whole words when a list is presented to them • students who write slowly	WordQ,, iWordQ Natural Reader iReadwrite Voice Dream Kurzweil
Speech recognition	Converts spoken word to text	• difficulty writing/keyboarding due to fine motor issues (also for students with physical disabilities) • written expression difficulties and reading disabilities • stronger expressive language skills • "mental exhaustion" due to severe reading disabilities	Dragon Naturally Speaking (s)

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Contextual grammar	Corrects the entire sentence while keeping with the writer's intention, even in cases of extreme spelling or grammatical errors.	• difficulty recognizing and selecting the correct word from a word list (ex. word prediction) • demonstrates severe spelling errors in writing • demonstrates grammatical errors in writing (prepositions, verb correction, pronouns, misused words, singular/plural)	Ginger (s) Antidote (s) Medialexie (s) WhiteSmoke (s)
Concept mapping Ex. InspirationMaps Popplet	Allows student to classify ideas, communicate more effectively, and structure the writing process with concept maps	• visual strengths • difficulties with organization for the writing process • receptive and expressive language delays/disorders • difficulties with problem-solving and decision-making	Inspiration (s) InspirationMaps (a) Popplet (a) Tools4Students (a) Corkulous (a)
Visual writing support	Allows student to write with pictures, provides alternative approaches to writing	• students who need visual support when writing • students with communication or language disorders that impact written language	Abilipad (a) ClickerDocs (a) Clicker6 (s)
Reading remediation	Provides remediation for five areas of reading Provides support for specialized remediation approaches	• students who need intensive support or alternative approaches for reading remediation • difficulty in any of the 5 areas of reading (decoding, comprehension, fluency, phonemic awareness, vocabulary)	Soundliteracy (a) Phonics Vowels (a) Reading Comprehension Camp (a)

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Productivity ex. (notetaking, research, annotation)	Provides option to sync audio with notes Provides a method of collecting and storing information Provides organizational strategies	• difficulty processing auditory information; • weak writers and spellers • difficulty isolating important information when taking notes • difficulty synthesizing and summarizing information • difficulty with organization/executive function	Evernote (s) (a) Skitch (a) Diigo (s) (a) Evernote Webclipper (a) Paperport Notes (a)
Augmentative and alternative communication (AAC)	Provides a method of communication for those individuals who are non-verbal or who have limited verbal skills.	• difficulties or a diagnosis that affects communication skills (non-verbal)	Dynavox (hardware) Boardmaker (s) Proloquo2Go (a) TouchChat HD (a) Words For Life (a)
Language remediation	Provides direct language remediation activities in the area of receptive and expressive language	• difficulty processing auditory information • weak language concepts • weak expressive and/or receptive skills	Hearbuilder (s) Language Empires (a)
Social skills/pragmatic language skills	Provides video modeling opportunities Provides direct social skill activities that can be done individually or in groups	• difficulty with social skills/interactions • difficulty with pragmatic language skills	Conversation Builder (a) Language Builder (a) Social Quest (a)

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Category of technology	What does it do?	Possible learning profiles	App or software examples
Alternative access/math	Provides the ability to solve math computation problems on the device	• students with visual tracking difficulties • students with physical disabilities that affect fine motor skills/handwriting • fine motor difficulties • students with dyscalculia	Panther Math (a)
Functional skills/visual scheduling/executive function	Allows students to use a visual schedule for transitions Provides opportunities to create interactive social stories	• students who need enhanced visual supports in the classroom or workplace • students who have difficulty with transitions	Pictello (a) Visual Schedule Planner (a)
Visual learning	Provides students with visual tutorials as backup to auditory information provided.	• students who need enhanced visual content due to auditory processing or language difficulties • students who need repetition of content (visual tutorials) or content presented in a differentiated manner • students who have strong visual skills	Screenchomp (a) Explain Everything (a) Doodlecast (a)

*These are guidelines only. It is important to match the individual learning profile of the student to the technology.
*Interpreting and using the results of psychological and speech and language evaluations, developmental reading assessments and assistive technology assessment tools is necessary.
*Always consider the environment that the student will be working in when recommending specific products.