

# Process for Identifying Assistive Technology Suited to the Learning Needs of Students With Handicaps, Social Maladjustments or Learning Difficulties

**Québec Education Program**  
Foster the autonomy of students with handicaps, social maladjustments or learning difficulties, as well as their active participation and involvement

**Policy on Special Education**  
Strive for equity and equal opportunity

**Student**

**Multidisciplinary team made up of the following persons:**  
Student, parents, principal, homeroom teacher, resource teacher, occupational therapist, attendant, local RÉCIT animator, special education consultant, etc.

Ensure that the assistive technology provided to the student is suited to his or her pedagogical needs.

**Individualized education plan**

**Definition of the concept of need**

A need is defined as a minimum condition to be met. It involves the capacity to carry out a task and reach a minimum threshold of satisfaction.

When a person's condition does not permit him or her to meet the minimum criteria required, that person is considered to be in a situation of need. A situation of need is therefore defined as the gap between the actual situation of a person and the minimum threshold to be reached.

At school, the student experiences a situation of need as an inability, a marked difficulty or a significant limitation regarding a given task, learning situation or competency, based on an acceptable, identifiable and measurable minimum threshold. The student's need relates to his or her ability to reach this minimum threshold.

It is important to distinguish the need from the means, i.e. the proposed or chosen solution for meeting a specific need.

**Identification of needs**  
The situations of need that have been selected are ones that can be palliated using information and communications technologies (ICT).

**Situations of need relative to social integration**

**For example:**  
Marked difficulty in communicating  
Marked difficulty in establishing lasting and harmonious relationships with peers  
Marked difficulty in developing functional autonomy and in interacting in school and social settings, etc.

**Situations of need relative to physical and sensory limitations**

**For example:**  
Marked fine motor skills difficulty  
Difficulty in grasping objects (manual dexterity)  
Marked speech difficulty  
Marked visual difficulty  
Marked hearing difficulty, etc.

**Situations of need relative to developing competencies**

**For example:**  
Marked difficulty in understanding  
Marked difficulty in processing information  
Marked difficulty in communicating orally and in writing in terms of receptive and expressive language  
Marked difficulty in carrying out mathematical, scientific or technological tasks  
Marked difficulty in carrying out artistic tasks, etc.

**Identification of the assistive technology suited to the learning needs of the student**

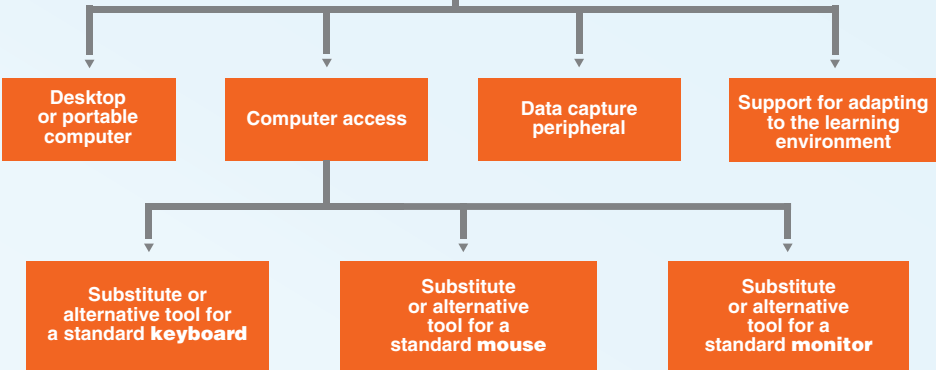
**Assistive technology for learning**

**Definition of assistive technology for learning**

Technical assistance provided to a student in order to facilitate or carry out a task that he or she would otherwise be unable to do or would have difficulty doing. The assistive technology chosen must be the most effective or appropriate means for meeting the student's needs.

**Computer and peripherals**

**Tools for communication and learning**



**Augmentative and Alternative Communication (AAC) tools (oral or written)**

**Tools related to developing competencies**

**Planning— Evaluation— Follow-up**

- Plan how the student can integrate the tool provided to him or her.
- Ensure that the school staff and the student receive training in order to get the most out of the chosen tool.
- Evaluate the tool's pertinence in terms of the targeted needs and the impact of the tool on the student's learning (digital portfolio).
- Ensure follow-up regarding the student's ICT competencies (ICT notebook).  
Plan for transitions: ensure follow-up concerning the ICT notebook, the equipment and the peripherals when the student changes classes or schools.
- Identify a contact person for the student's ICT file to ensure follow-up concerning the student's file and the assistive technology he or she uses.
- Within the framework of the individualized education plan, reevaluate the student's pedagogical needs and the technological solutions at the beginning of each year.