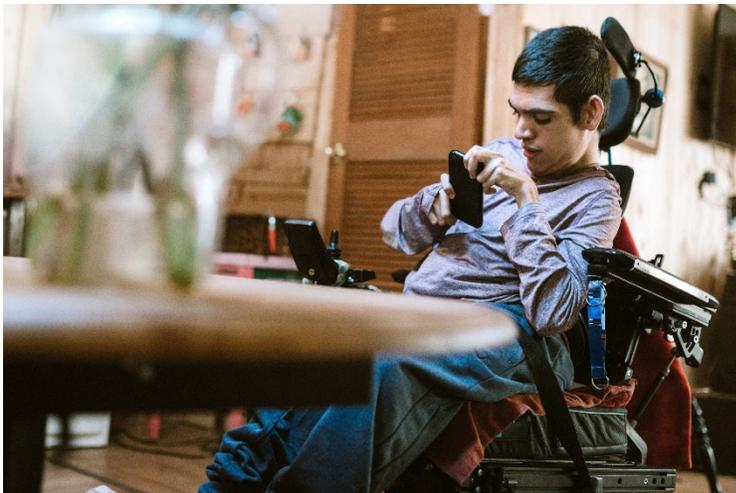


AT for Learning, Cognition, and Development helps individuals with "Executive Function" processing skills -- such as learning, thinking, and remembering tasks. AT can help individuals with disabilities to better comprehend reading materials, compose written work, organize thoughts and belongings, store and manipulate information, apply mathematical techniques, and avoid distracting and annoying behaviors. **Reading, Math, Organization, and Writing** are the four major areas impacted by difficulty with executive function.

What is Assistive Technology for reading support?

Assistive technology that provides reading support includes devices and software that help an individual read text (books, textbooks, websites) in



various ways beyond reading traditional text. AT for reading includes hardware such as laptops, tablets, or dedicated devices for e-text or audio text. It also includes software that will convert text to digital text and read it aloud with a synthesized voice. AT reading support software is sometimes called literacy suite software. Text-to-speech is the term to describe software that reads digital text aloud.

When do I need to use AT for reading?

Depending on the needs of the individual, AT for reading may be used in any environment where the individual needs to read traditional printed text such as a book, textbook, newspaper, community event program, or website content. Other individuals may switch between reading printed text and using AT to play or read the text aloud. Alternating between these methods is useful when the individual may need to take a break from reading traditionally printed text.

Who needs AT to help with reading?

Individuals may struggle with reading traditionally printed materials due to a physical limitation, visual impairment, or cognitive need, such as dyslexia. A physical disability may prevent a person from holding a book or turning the pages. For individuals who are blind or have low vision, traditional printed text is difficult to read. Individuals may have an identified disability, such as dyslexia, and cannot decode text or comprehend sentence structure. Others may be "unidentified" struggling readers. Individuals with language learning disabilities often struggle with making meaningful connections with printed text, as do English Language Learners (ELLs) and individuals with cognitive disabilities.

Why? Having a print disability is a common need but using assistive technology to interact with printed text opens a whole new world to many struggling readers.

Technology has many advantages, but careful consideration is needed to meet an individual's unmet needs in the community, educational, and employment settings. To learn more about navigating the world of Learning, Cognition, and Development AT, visit the area of [Reading](#)– Explore AT from AT3 Center. The assistive technology solutions provided on this site are intended as examples to give an idea of the types of Learning, Cognition, and Development AT currently available in today's market.

Also, remember to [contact your AT Act Program](#) to learn more and explore services available to help make an informed purchasing decision and obtain the AT needed.

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