



Assistive Technology Assessment Process Planner

Student Name: _____ Planning Date: _____

| | | |
|---|----------------|---------------|
| Referral for AT assessment is made by any member of the student's team when classroom strategies and tools do not meet the student's needs. | | |
| | By Date | Person |
| AT assessment is completed by a collaborative team sharing responsibilities | | |
| Determine team members | | |
| Create a written AT assessment plan including: | | |
| Determine the assessment question(s) | | |
| Expected results & outcomes (e.g. <i>Student will be able to</i> _____) | | |
| Determine what will be measured (e.g. speed, quantity, quality, rate, accuracy, endurance) | | |
| Assign responsibilities | | |
| Set a timeline | | |
| Gather information from multiple sources including previous information (e.g. educational reports, assessments, background interviews and other records) | | |
| Student's strengths | | |
| Student's needs | | |
| Environmental expectations | | |
| Tasks (e.g. required curricular work, testing, homework, projects, in-class work, materials, statewide testing & other school functions) | | |
| Current levels of performance for identified tasks (baseline data) | | |
| Barriers to participation & independence | | |
| Analyze information to identify tools & strategies for the trials | | |
| Determine the features needed | | |
| Choose tools with appropriate features | | |
| Determine source of trials from demos, loaners, & rental programs | | |
| Set timelines | | |
| Prepare data collection recording method (Measurable determined above) | | |
| Conduct the trials with identified tools | | |
| Student uses tools & strategies in customary environment for identified tasks | | |
| Collect data | | |
| Analyze Data | | |
| Report the results of the trials | | |
| Revisit the assessment question(s) to determine the outcomes | | |
| Determine the most appropriate tool(s) & strategies or if additional trials are necessary | | |
| Document recommendations in written form following district assistive technology procedural guidelines | | |
| Summarize student performance while using AT tools, including tools that were and were not successful | | |
| Document appropriate tools and potential impact on student achievement | | |
| If needed, include specific language for procurement of AT, and possible funding sources (Refer to Quality Indicator for Administrative Support for AT) | | |
| Document required tools & strategies in student's plan (e.g. IEP, 504 Plan) (Refer to Quality Indicator for Documentation in the IEP) | | |
| Develop Implementation Plan | | |
| Instructional/access areas in which were explored during the trial | | |
| Summary of specific skills assessed | | |
| Written action plan including team member roles & responsibilities (refer to Quality Indicator for AT Implementation) | | |
| Reassess as needs change | | |
| Monitor the student abilities, environment, tasks, and barriers as well as effectiveness of current AT on an ongoing basis | | |