Assistive Technology Assessment Process Planner

Student Name: _____   **Planning Date:** _____

	By Date	Person
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.		
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. Student will be able to)*		
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		