


\Quality Indicators for Assessment of Assistive Technology Needs

Quality Indicator	Variations				
	UNACCEPTABLE 				PROMISING PRACTICES
1. Procedures for all aspects of AT assessment are clearly defined and consistently applied.	1 No procedures are defined.	2 Some assessment procedures are defined, but not generally used.	3 Procedures are defined and used only by specialized personnel.	4 Procedures are clearly defined and generally used in both special and general education.	5 Clearly defined procedures are used by everyone involved in the assessment process.
2. AT assessments are conducted by a <u>team with the collective knowledge and skills needed to determine possible AT solutions that address the needs and abilities of the student, demands of the customary environments, educational goals, and related activities.</u>	1 A designated individual with no prior knowledge of the student's needs or technology conducts assessments.	2 A designated person or group of individuals who have knowledge of technology, but not of the student's needs, environments, or tasks conducts assessments.	3 A designated team with knowledge of AT conducts assessments with limited input from individuals who have knowledge of the student's needs, environments, and tasks.	4 A team whose members have direct knowledge of the student's needs, environments, tasks, and knowledge of AT generally conducts assessments.	5 Flexible teams formed on the basis of knowledge of of the individual student's needs, environments, tasks, and expertise in AT consistently conduct assessments.
3. All AT assessments include a functional assessment in the student's <u>customary environments, such as the classroom, lunchroom, playground, home, community setting, or work place.</u>	1 No component of the AT assessment is conducted in any of the student's customary environments.	2 No component of the AT assessment is conducted in any of the customary environments, however, data about the customary environments are sought.	3 Functional components of AT assessments are sometimes conducted in the student's customary environments.	4 Functional components of AT assessments are generally conducted in the student's customary environments.	5 Functional components of AT assessments are consistently conducted in the student's customary environments.

<p>4. AT assessments, including needed trials, are completed within reasonable timelines.</p>	<p>1 AT assessments are not completed within agency timelines.</p>	<p>2 AT assessments are frequently out of compliance with timelines.</p>	<p>3 AT assessments are completed within a reasonable timeline and may or may not include initial trials.</p>	<p>4 AT assessments are completed within a reasonable timeline and include at least initial trials.</p>	<p>5 AT assessments are conducted in a timely manner and include a plan for ongoing assessment and trials in customary environments.</p>
<p>5. Recommendations from AT assessments are based on data about the student, environments and tasks.</p>	<p>1 Recommendations are not data based.</p>	<p>2 Recommendations are based on incomplete data from limited sources.</p>	<p>3 Recommendations are sometimes based on data about student performance on typical tasks in customary environments.</p>	<p>4 Recommendations are generally based on data about student performance on typical tasks in customary environments.</p>	<p>5 Recommendations are consistently based on data about student performance on typical tasks in customary environments.</p>
<p>6. The assessment provides the IEP team with clearly documented recommendations that guide decisions about the selection, acquisition, and use of AT devices and services.</p>	<p>1 Recommendations are not documented.</p>	<p>2 Documented recommendations include only devices. Recommendations about services are not documented.</p>	<p>3 Documented recommendations may or may not include sufficient information about devices and services to guide decision-making and program development.</p>	<p>4 Documented recommendations generally include sufficient information about devices and services to guide decision-making and program development.</p>	<p>5 Documented recommendations consistently include sufficient information about devices and services to guide decision-making and program development.</p>
<p>7. AT needs are reassessed any time changes in the student, the environments and/or the tasks result in the student's needs not being met with current devices and/or services.</p>	<p>1 AT needs are not reassessed.</p>	<p>2 AT needs are only reassessed when requested. Reassessment is done formally and no ongoing AT assessment takes place.</p>	<p>3 AT needs are reassessed on an annual basis or upon request. Reassessment may include some ongoing and formal assessment strategies.</p>	<p>4 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.</p>	<p>5 AT use is frequently monitored. AT needs are generally reassessed if current tools and strategies are ineffective. Reassessment generally includes ongoing assessment strategies and includes formal assessment, if indicated.</p>