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)		
Identify expected results and 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 and other school functions)		
Current levels of performance for identified tasks (baseline data)		
Barriers to participation and independence		
Analyze information to identify tools and strategies for the trials		
Determine the features needed		
Choose tools with appropriate features		
Determine source of trials from demos, loaners, and rental programs		
Set timelines		
Prepare recording method and strategies for data to be collected		
Conduct the trials with identified tools		
Have student use tools 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) and 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 and strategies in student's plan (e.g. IEP, 504 Plan) (Refer to Quality Indicator for Documentation in the IEP)		
Develop Implementation Plan		
Describe instructional/access areas which were explored during the trial		
Create a summary of specific skills assessed		
Write action plan including team member roles and 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		