

Evaluation

- A person knowledgeable in the area of motor skills and development – usually an occupational therapist and/or physical therapist
 - A person knowledgeable in the area of assistive technology
 - A person who can commit the district’s resources, not only for purchase of devices, but to authorize staff training and guarantee implementation in various educational settings, usually an administrator
 - Any number of additional team members, including anyone who has the potential to contribute to the decision making or implementation
 - At least one team member is responsible for coordinating the referral process, assessment, and subsequent intervention
- Effective assessment includes three parts; information gathering (SETT framework), decision making, and trial use.
 - Information gathering about the Student starts with reviewing what is already known about the student, through file review and general discussion. The *Student Information Guide* in the Forms Section is a tool to help compile the information gathered about the student. The *Student Information Guide* is intended to be used in segments that correspond with areas of concern, not as a whole document. When information requested in the *Student Information Guide* is not known, team members may decide to administer formal or informal testing, interview a significant person in the student’s customary environments, and/or conduct an observation in one or more of those environments. See Forms Section *AT Consideration Worksheet --for guiding questions*)

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- Information about the Environments in which the student spends time and the Tasks that are being done in those environments is essential to effective and appropriate decision making about assistive technology (the Tool). All customary environments, including the classroom and other school environments, such as the lunchroom, playground, assemblies, etc., the home, and any relevant community sites are considered. The *Environmental Observation Guide* in the Forms Section is a tool provided for this purpose.
- Decision making requires the careful analysis of information gathered. Analysis and decision making requires the collaborative efforts of the entire team using an effective decision making process.
- Trial use of any assistive technology recommended is conducted to determine if the recommendation works as intended. Clearly defined data regarding the increasing or maintaining of a student's functional capabilities must be gathered during trial use to support making good decisions about use and purchase of assistive technology. *See AT Implementation/Trial Use Plan in the Forms Section.*
- The assessment provides the IEP team with specific, documented recommendations about assistive technology devices and services. This plan for implementation includes the who, what, where and when of the projected trial and clearly specifies follow-up and monitoring criteria.
- Evaluation should be referenced directly to the stated goals and objectives on the student's IEP.
- Evaluation must include consideration of the student's cognitive, linguistic, communicative, sensory, social, academic, and physical needs and abilities.
- Assessment is an ongoing process, which will naturally change over time based on changes with the student,

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environment, task demands, assistive technology, and based on the outcomes of trials of assistive technology services and devices. Scheduled monitoring of the effectiveness of the intervention is part of the plan and will likely lead to modification in the implementation of the original plan. Results of the reassessment and any decisions for modification and implementation are documented.