

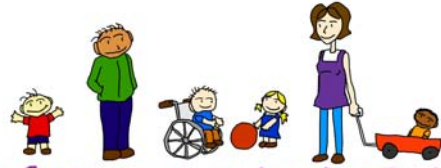


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Name: _____

Date / /

Assistive Technology Confidence Scale



PARTICIPATION-BASED SERVICES

Instructions: Please consider how much confidence you feel when participating in different tasks related to the use of Assistive Technology with young children birth to three. Fill completely the circle that best describes your beliefs.

Definitions:

IDEA defines an **Assistive technology device** as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve functional capabilities of a child with a disability."

Assistive technology service is defined as: "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device." Examples of services outlined in IDEA include: evaluation of the needs of a child; purchasing, leasing, or providing for the acquisition of a device; training or technical assistance in the use of a device for the child or for professionals.

I feel confident in my ability to:	Strongly Disagree	Moderately Disagree	Disagree Slightly	Agree Slightly	Moderately Agree	Strongly Agree
1. Assess a family's/child's need for assistive technology related to performance of a functional skill such as play, mobility, or communication.	☐	☐	☐	☐	☐	☐
2. Refer a family to an assistive technology specialist if needed.	☐	☐	☐	☐	☐	☐
3. Participate in an assistive technology assessment.	☐	☐	☐	☐	☐	☐
4. Decide whether an assistive technology device/tool is the least intrusive, yet most effective device available for an individual child.	☐	☐	☐	☐	☐	☐
5. Utilize assistive technology equipment in the assessment process.	☐	☐	☐	☐	☐	☐
6. Base assistive technology assessments on family preferences.	☐	☐	☐	☐	☐	☐
7. Be responsive to a family's culture and language when making decisions concerning assistive technology assessment and intervention.	☐	☐	☐	☐	☐	☐
8. Collaborate with related professionals during the assistive technology assessment process.	☐	☐	☐	☐	☐	☐

Moore, H.W. & Wilcox, M. J. (2006). Characteristics of early intervention practitioners and their confidence in the use of assistive technology. *Topics in Early Childhood Special Education*, 26, 15-23.

ID Number

I feel confident in my ability to:

9. Utilize assistive technology as a vehicle for more effectively serving children and families.

Strongly Disagree	Moderately Disagree	Disagree Slightly	Agree Slightly	Moderately Agree	Strongly Agree
☐	☐	☐	☐	☐	☐

10. Evaluate the effectiveness of an assistive technology device / tool.

☐	☐	☐	☐	☐	☐
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11. Make provisions for assistive technology devices and services on a child's IFSP.

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12. Assist families in the use, maintenance, and generalization of assistive technology to facilitate their children's development.

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13. Ensure that children have access to assistive devices across settings (i.e. home, daycare, etc.)

☐	☐	☐	☐	☐	☐
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14. Help families incorporate the use of assistive devices into their daily routines (i.e. mealtimes, shopping, etc.)

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15. Collaborate with related professionals about the use and application of assistive technology for individual children and families.

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16. Utilize state and local AT resources to gather information about assistive technology assessment, intervention, or funding.

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17. Locate appropriate assistive technology funding sources to help families acquire AT equipment.

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18. Obtain training in assistive technology assessment and intervention.

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19. Gather information for families on maintenance services for repair and replacement of assistive technology devices.

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20. Make low tech devices/ tools (such as picture symbols, hand grips, positioning supports) for families.

☐	☐	☐	☐	☐	☐
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21. Adapt toys, tools, or equipment (such as enlarging knobs on puzzles, putting handles on cups, placing cushioned support in highchairs) for use by individual children.

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22. Find the most up-to-date information about the availability and use of high tech AT devices (such as wheelchairs, augmentative communication devices, etc.)

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