

WATI Assistive Technology Assessment Directions/Procedure Guide

School District/Agency { Miami County } School William Mason Elem.

Student Sophia Grade Kindergarten

Team Members family, special education teacher, general education teacher, PT, OT, SLP

	Date Completed	Comments
<p>Gathering Information:</p> <p>Step 1: Team Members Gather Information Review existing information regarding student's abilities, difficulties, environment, and tasks. If there is missing information, you will need to gather the information by completing formal tests, completing informal tests, and/or observing the student in various settings. The WATI Student Information Guide and Environmental Observation Guide are used to assist with gathering information. Remember, the team gathering this information should include parents, and if appropriate, the student.</p>	11/10/2011	Need additional info. from SLP regarding communication needs. See page 24-26 WATI Student Info. Guide.
<p>Step 2: Schedule Meeting Schedule a meeting with the team. Team includes: parents, student (if appropriate), service providers (e.g., spec. ed. teacher, general ed. teacher, SLP, OT, PT, administrator), and any others directly involved or with required knowledge and expertise.</p>	11/11/2011	Meeting scheduled for after Thanksgiving break. 11/28/2011
<p>Decision Making:</p> <p>Step 3: Team completes Problem Identification Portion of AT Decision Making Guide at the meeting. (Choose someone to write all topics where everyone participating can see them.)</p> <p>The team should quickly move through: Listing the student's abilities/difficulties related to tasks (5-10 minutes). Listing key aspects of the environment in which the student functions and the student's location and positioning within the environment (5-10 minutes). Identifying the tasks the student needs to be able to do is important because the team cannot generate AT solutions until the tasks are identified (5-10 minutes).</p> <p>(Note: The emphasis in problem identification is identifying tasks the student needs to be able to do, the relationship of the student's abilities/difficulties and characteristics of the environment of the student's performance of the tasks.)</p>	11/28/2011	See form for information

Step 4: Prioritize the List of Tasks for Solution Generation

Identify critical task(s) for which the team will generate potential solutions. This may require a redefining or reframing of the original referral question, but is necessary so that you hone in on the most critical task

11/28/2011

Step 5: Solution Generation

Brainstorm all possible solutions.

11/28/2011

Note: The specificity of the solutions will vary depending on the knowledge and experience of the team members; some teams may generate names of specific devices with features that will meet the student's needs, other teams may simply talk about features that are important, e.g., "needs voice output," "needs to be portable," "needs few (or many) messages," "needs input method other than hands," etc. Teams may want to use specific resources to assist with solution generation. These resources include, but are not limited to: the AT Checklist, the ASNAT Manual, *Closing the Gap Resource Directory*, and/or an AT Consultant.

Step 6: Solution Selection

Discuss the solutions listed, thinking about which are most effective for the student. It may help to group solutions that can be implemented 1) immediately, 2) in the next few months, and 3) in the future. At this point list the names of specific devices, hardware, software, etc. If the team does not know the names of devices, etc., use resources noted in Step 5 or schedule a consultation with a knowledgeable resource person (that is the part of the decision-making that should require the most time; plan on 20-30 minutes here).

11/28/2011

Step 7: Implementation Plan

Develop implementation plan (including trials with equipment) – being sure to assign specific names and dates, and determine meeting date to review progress (follow-up Plan).

Reminder: Steps 3-7 occur in a meeting with all topics written where all participants can see them. Use a flip chart, board or overhead during the meeting, because visual memory is an important supplement to auditory memory. Following the meeting, ensure that someone transfers the information to paper for the student's file for future reference.

Begins
12/05/2012

Trial Use:

Step 8: Implement Planned Trials

Step 9: Follow Up on Planned Date

Review trial use. Make any needed decisions about permanent use. Plan for permanent use.

01/23/2012