

Collaborative Problem Solving Process for Assistive Technology

Student: _____ Grade: _____ Date Initiated: _____

Teacher: _____

Team Members: _____

Step 1: Define the Problem

The student needs a more ___efficient___ ___effective___ ___independent___ way to...
 ___communicate___ ___read___ ___write___ ___email___ ___play games___ ___learn___ ___access a computer

Task Concerns (See Task Suggestions)	Current Skills and Difficulties (Baseline data of current abilities)	Information to gather by (Date)

Task Suggestions for Participation:

- Communicate...share ideas about a topic; express choices; make comments
- Read...text information on the computer or other text document
- Write...words; sentences; write for an identified purpose
- Email...read emails; write simple messages
- Play games...that require a mouse; that require a keyboard
- Learn...information on a topic; practice learning skill areas
- Access a computer...using an alternate keyboard or mouse
- Other:...

Step 2: Analyze the Problem

What are the present strengths and weaknesses related to the task concern?

Motor:

Hearing:

Vision:

Speech and language:

Cognitive skills:

What interventions, accommodations and/or modifications have been tried?	How effective have these been?

Step 3: AT Device/System Assessment

Input Considerations:
 Keyboard Access:
 Regular keyboard Regular keyboard with keyguard Enlarged keyboard Alternate keyboard
 Onscreen keyboard (touch) Onscreen keyboard (scanning) Other: _____

Mouse Access:
 Regular mouse Joystick Trackball Switch access: type and body part _____
 Other: _____

Overlay or Keyboard Features:
 Keyboard layout: QWERTY ABC Word prediction:
 enlarged for vision speech feedback picture/graphic: type: _____

Output Considerations:
 Message Production:
 letters phrases words sentences
 speech output visual display: static dynamic

Seating and Positioning Concerns related to access:

Other:

Suggested websites to support the Assistive Technology process and decision making:

SETT: a guideline for gathering data in order to make effective assistive technology decisions
http://www2.edc.org/NCIP/Workshops/sett/SETT_Framework.html

Wisconsin Assistive Technology Initiative (WATI) Assessment Package Forms

The WATI Assistive Technology assessment package is a process-based systematic approach to providing a functional assessment of the student’s need for assistive technology in their customary environment.
<http://dpi.wi.gov/SPED/at-wati-forms-fillable.html>

Ohio Center for Autism and Low Incidence (OCALI)

Resource guide with information on legal, funding, and assessment issues; includes an assessment guide
http://www.ocali.org/view.php?nav_id=60

Georgia Project for Assistive Technology (GPAT)

Resources for implementing an AT decision-making process; includes legal information
<http://www.gpat.org/Index.aspx>

Assistive Technology Tools for Learning

The **TechMatrix** is a tool for finding educational and assistive technology products for students with special needs.
<http://www.techmatrix.org/index.aspx>

Closing the Gap Solutions

Search of products based on type; can get a 14-day free trial of the solutions data base
http://www.closingthegap.com/solutions/products/advanced_search.lasso

Step 4: Feature Match

Summarize the features of a system/device that will enable the student to do the identified tasks. Consider device/system options that are available for trial assessment.

Features:	Potential system or device:	Potential system or device:	Available for trial?
Features:			
Features:			
Features:			
Features:			

Step 5: Set Goals	Plan Development and Trial Use Implementation		
Goal: What is the expected outcome? State the goal in measurable terms.	Tools and Strategies: What is needed to implement?	Progress Monitoring: How will we know if this is successful?	Time Frame: When will we evaluate progress?
Goal # ____			
Goal # ____			
Goal # ____			

Step 6: Evaluate the Intervention Goals	Next Steps
Date: _____ Goal # ____ (Include data information.)	___ Revise: ___ Implement: ___ Funding:
Date: _____ Goal # ____ (Include data information.)	___ Revise: ___ Implement: ___ Funding:
Date: _____ Goal # ____ (Include data information.)	___ Revise: ___ Implement: ___ Funding:

Step 7: Device/System Decision Making and Acquisition	
Device/System Recommended: Manufacturer/Vendor Information:	Why was this device/system recommended? (State how this device/system enables the student to meet his or her unmet communication needs.)
Funding Options: <input type="checkbox"/> Personal Insurance <input type="checkbox"/> Medicaid <input type="checkbox"/> School district <input type="checkbox"/> RSC/BVR <input type="checkbox"/> Other:	Who will pursue finding options?

Step 8: Set IEP Goals	IEP Plan Development and Implementation		
Goal: What is the expected outcome? State the goal in measurable terms.	Progress Monitoring: Strategies, criteria and frequency	Services: Type, frequency and device/system	Time Frame: When will we evaluate progress?
Goal # _____			
Objective:			
Objective:			
Objective:			

Action Planning Summary				
Action to be completed	Responsible person(s)	Date to be completed	Date completed/ reviewed	Results