



3 Trial Periods

The only tech point that isn't specifically mentioned in IDEA is trial periods. However, trial periods of assistive technology devices give such valuable information about the potential for assistive technology to overcome barriers posed by a student's disability that we felt that we had to include this action step in the *Education Tech Points* manual. An assistive technology trial period is a little like a "test drive" of a new vehicle. When you look for transportation, you think about what you want to do with the vehicle, what features it needs to have, and how you will use it on a daily basis. After you decide on those things, you go to places that have that kind of vehicle and drive some until you find the one that works for you. Trial periods of assistive technology are the way that students can "test drive" AT until they find the device or combination of devices that meets their needs.

STUDENT CENTERED QUESTIONS

- For what specific task(s) will this student use AT in daily routines and activities?
- How long do we think the trial(s) need to be to give us an accurate picture of how the technology will work for the student?
- What aspects of the student's performance will change as a result of AT use?
- What type of data will show the changes we hope to see?
- How will we collect data about the effects of the student's AT use?
- What are the criteria for discontinuing a trial before the planned end-date?

ACTIONS FOR THE STUDENT'S TEAM

- Identify specific assistive technology options to be tried.
- Determine how a trial will be implemented.
- Complete the trial period.
- Analyze results of the AT trial period(s).
- Make recommendations to the IEP/IFSP team regarding the student's use of assistive technology.

IMPLICATIONS FOR DISTRICTS

- A consistent process for requesting and implementing trial periods should be used.
- IEP teams need access to equipment for trial periods.
- Staff members need training regarding data collection and analysis.

NOTE: in the previous edition of the Education Tech Point manual this chapter was called extended assessment because that was the term that was used in the original tech point system, developed by Tony Langton (1992) of the South Carolina Vocational Rehabilitation Division. Extended assessment is a term that is used by Vocational Rehabilitation to indicate that a person tries a newly learned skill in a real world environment. We changed the name of the chapter to reflect the term more commonly used in educational settings.

EDUCATION TECH POINT #3: TRIAL PERIODS

When examining the need for assistive technology for children and youth with disabilities, a trial period with one or more assistive technology tools in the customary environment is an important part of determining what might best meet identified student's needs (Best, Reed, & Bigge; 2010). While it may be possible to determine whether a child can actually operate an AT device during a short training session with an evaluator, trial periods provide specific information regarding unique aspects of the child's skills and abilities and the ways the assistive technology solutions might work to address barriers to performance. During a trial period, students are given the opportunity to use assistive technology for real tasks that are performed in the context of everyday routines and activities.

An AT trial period is a little like what happens when an IEP team determines that a student needs remedial reading. Reading is included in the student's IEP/IFSP and then, in a classroom setting, educators try strategies until they find out, based on data, what approach to reading instruction provides benefit and increases the student's ability to read. The same is for true for assistive technology. When the team completes an AT evaluation and determines that a student needs AT, then the features of the devices and the specific services that the student needs are described. Teams try specific devices until they find the one that has the features that match what the student needs. The purpose of a trial period is to give the student an extended period of time to use a tool in functional activities during every day routines in order to make sure that it helps the student to overcome barriers posed by the disability.

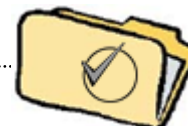
Several technology tools may be examined and data may be collected on each of them to determine which one is the better solution. The data collection aspect of trials helps the IEP/IFSP team to consider the need for assistive technology based on actual performance of the student. Completing a trial period provides the IEP/IFSP team with time to make well thought out decisions based on factual information. Trial periods help teams to avoid making false assumptions such as, "If the technology worked with one child, it will work for another with the same disability." It can also help in dealing with team members who have incomplete information about devices they have read or heard about (Langton & Hughes 1992).

In some instances, a trial period is the final step in an AT evaluation. At other times, trial periods are completed after the IEP has been developed and the team has determined that a student needs AT. A district's resources, procedures and support systems determine how trial periods are implemented and documented.

STUDENT CENTERED QUESTIONS

As stated earlier an assistive technology trial period is a little like a "test drive" of a new vehicle. It offers the opportunity for the student to try out the tool in real life situations. If more than one tool is being tried, it may offer the student the way to determine which one best fits his needs (Cook & Polgar, 2007). It certainly shows how the tool(s) work in the target setting. For example the classroom may be noisier than the lab where the evaluation was conducted and the ambient noise make one tool preferable to another. Or the student may be more distracted in the real life setting and need the tool with the easier operating requirements. The team can use the following questions following a trial period to help in developing recommendations.

- For what specific task(s) will this student use assistive technology in daily routines and activities?
- How long do we think the trial(s) need to be to give us an accurate picture of how the technology will work for the student?
- What aspects of the student's performance do we hope will change as a result of AT use?
- What type of data will show the changes we hope to see?
- How will we collect data about the effects of the student's AT use?
- What are the criteria for discontinuing a trial before the planned end-date?



TERRY • Trial Period with Electronic Writing Tools

Terry's educational team decided to implement a trial period to try to identify writing tools that might help improve the quality of Terry's work. The educational evaluator and the occupational therapist had suggested that Terry might use a Chromebook to complete her longer written assignments.

One of Terry's teachers felt strongly that a computer should be available to Terry so the team decided to also provide access to a desktop computer for a trial period. Since Terry had some computer experience and was able to learn the operation of both the Chromebook and the computer software quickly, the length of the trial periods was set at two weeks. Terry agreed to try the devices but was worried that people would think that she was weird for using them and asked the team to agree that she could stop the trial if that happened. The team also listed some other reasons why they might stop the trials early. It was agreed that Terry would use both devices for two weeks in the resource room, in her social studies class and in her English class. The resource room teacher agreed to manage the trial period activities and acquire the loan equipment from the district's AT library.

ACTIONS FOR THE STUDENT'S TEAM

Actions for the student team at the point of a trial period center around developing and implementing a plan to try identified assistive technology tools. The team's actions during a trial period are designed to explore a variety of options that might help the student overcome barriers to performance that have been identified. The team for each child will complete the following tasks during a trial period.



Identify Specific Assistive Technology Options to Be Tried: When a trial period is implemented, it is usually because the team has identified more than one possible assistive technology solution to the identified problem. Another reason that a trial period might be implemented is that everyone agrees that a particular kind of technology might be of benefit to the child but it is not possible to tell how well it might work in just a few minutes or hours of use. This is especially common when the child has severe disabilities or is unable to learn new skills quickly. The first job of the team during a trial period is to identify the specific devices that will be used during the trial(s).



Determine how a trial will be implemented: Without a collaboratively developed plan for implementing an assistive technology trial period, team members may experience confusion and miss important steps as they begin implementation. When every team member plays a role in examining the effects of AT use for the child, the team is more likely to come to

agreement about which AT solution should be selected and more likely to move forward with long term implementation plans in a collaborative fashion.

The following tasks can help team members to identify their specific responsibilities and collaborate during the AT trial.

1. **Identify Goals, Scope and Time lines:** The *Assistive Technology Trial Use Plan* included on the *Education Tech Points* website in the *Trial Periods* section, is one form that teams might use to record the specifics of the trial use plan. It asks about the goal for using the assistive technology, the criteria for success and failure and the level of change it is reasonable to expect for a particular child during the trial. Page two of the plan helps the team to detail how equipment will be acquired and the environments in which it will be used. It is especially important that the team assign one member to be responsible for making sure that the plans are carried out.

Assistive Technology Trial Period Plan

Date of Trial Period Planning: _____

Student Data	Team Members
Student Name <u>Terry Rose</u>	AT Extended Assessment Coordinator
Parent Name(s) <u>Betsy and David Rose</u>	Name <u>Penny Cous</u>
Parent Phone <u>447-333-4447</u>	Title <u>Resource Room Teacher</u>
Parent Email <u>betsyrose@singoutloud.org</u>	Phone <u>555-555-5555</u>
Parent Address <u>7777 107th Avenue</u>	Email <u>pennyc@rosevilleschools.org</u>
<u>Roseville, OR 97416</u>	Other Team Members
Date of Birth <u>12-20-2000</u> CA <u>11.1</u>	Name <u>MaryClyd</u> Title <u>OT</u>
Disability <u>Learning Disability</u>	Phone <u>555-666-6666</u>
IEP Date <u>12-1-2011</u>	Email <u>marvc@rosevilleschools.org</u>
Medicaid ID# <u>NONE</u>	Name <u>Beverly Carruth</u> Title <u>teacher</u>
Medical Diagnosis <u>NONE</u>	Phone <u>555-777-7777</u>
Social Security # <u>XXX-XX-XXXX</u>	Email <u>Beverlyc@rosevilleschools.org</u>
Grade/Placement <u>7</u>	Name <u>Kathy Ray</u> Title <u>Principal</u>
Student # <u>XXX-XXXXXXXX</u>	Phone <u>555-888-8888</u>
School <u>Camas Hill Elementary</u>	Email <u>kathyray@rosevilleschools.org</u>
School Address <u>9000 Upper Camas Road</u>	
<u>Roseville, OR 97489</u>	
School Phone <u>555-445-9999</u>	
School Fax <u>555-445-9989</u>	

Overall Goal for Device Use

Goal for Student's Use of the Device:

Improve quality and quantity of Terry's written work.

How will we know if the trial is successful?

By the end of the trial, all Terry's written assignments will be legible. She may not produce as much while she is learning to use the electronic writing tools, but what she does write will be legible..

What level of achievement is reasonable to expect during the trial period?

Terry will use electronic writing tools for all assignments of more than two sentences. All written work will be readable. She will be able to write independently using the tools identified.

How will we know if the trial is not working (What criteria will we use to stop)?

The trial will be ended if Terry is unable to write independently with the electronic writing tools by the end of the second week.

Customary Environments Where Devices Will Be Used

1. Environment: Resource Room
 Tasks: paragraph practice
 Person responsible for implementation: Penny Cous
 Days to be used: Daily for the first two weeks of the trial period
 Times to be used: 9:00-9:30

2. Environment: sixth grade classroom
 Tasks: spelling sentences
 Person responsible for implementation: Ms Carruth
 Days to be used: Weekly, Tuesday, Wednesday, Thursday
 Times to be used: 10:00 to 10:30

3. Environment: _____
 Tasks: _____
 Person responsible for implementation: _____
 Days to be used: _____
 Times to be used: _____

Specific Devices For Trial

- Device #1** Writer Portable Word Processor
 Date of trial Initiation 9/10/11 Minimum length of trial period 3 weeks
 Device trial review date: 10/30/11
 Source of Device for Trial District AT library
 Contact person for technical assistance for trial Mary Cloyd
 Manufacturer: Writer Learning Inc Manufacturer technical assistance number 555-555-3333
 Comments Mary Cloyd, OT, will provide initial training to Mrs Cous
-
- Device #2** classroom computer with word processing software
 Date of trial Initiation 10/1/11 Minimum length of trial period 3 weeks
 Device trial review date 10/30/11
 Source of Device for Trial Classroom computer
 Contact person for technical assistance for trial Jim Knapp-IT department
 Manufacturer: NA Technical assistance number Contact IT Department
 Comments: No equipment needed for this trial.
-
- Device #3** _____
 Date of trial Initiation _____ Minimum length of trial period _____
 Device trial review date _____
 Source of Device for Trial _____
 Contact person for technical assistance for trial _____
 Manufacturer: _____ Manufacturer technical assistance number _____
 Comments _____

FIGURE 1: TRIAL PERIOD PLAN FOR TERRY’S AT USE

2. **Acquire Evaluation Equipment:** AT devices may be acquired from a variety of sources. Many districts have collections of the most commonly used assistive technology devices available for trial periods. Other sources of equipment for preview include state assistive technology libraries, Tech Act project loan equipment, rental from the company and purchase on approval. It is most effective if the team assigns one person to research the availability and ensure that the equipment will be made available in a timely manner.

3. **Plan for data collection and information gathering activities:** Data is the recording of observable and measurable performance. Collecting data can be as simple as recording the number of times an event occurred or the time of day that it occurred. Data can be about how long or how accurately the student completed a task. Specific data and less specific information such as aspects of the school schedule are important in trial periods. However,

general information alone is not enough to answer typical assistive technology questions. Data adds a different voice that shows how the student has responded to the use of assistive technology.

One of the most important questions a team can ask during a trial period is “what aspects of the student’s performance will change as a result of AT use?” If AT is being chosen for communication, the team may hope to see changes in the speed of a student’s communication, the quantity of that communication or the length of time that a student can engage a peer in a conversation. The type of change that the team hopes to see will help them to determine what data collection strategies to use.

There are four basic ways to gather information and data (Reed, Bowser and Korsten, 2002)

- Interviewing the student and others in the student’s environment
- Reviewing finished products created by the student
- Observing the student’s performance while completing a task
- Video recordings of the student completing the task.

For more information about data collection during trial periods, see the manual *How do you know it? How can you show it?* It is available to download from www.wati.org.



Complete the trial period(s): When the trial is carefully planned, all team members know their roles and responsibilities. Having a team leader for the trial period is critical. That person will need to make sure that small problems do not keep team members from completing their assignments. The team leader can also bring team members back together if revisions to the plan are needed.



Analyze results of the AT trial period(s): In some cases, data from the trial clearly indicates that a specific device is an excellent solution or an ineffective tool. In other cases, the data may be less clear. For example, when a student with severe handwriting problems is introduced to word processing on a trial basis, his overall written output will most likely decrease because he is learning new skills (Fenema-Jansen, 2001). At the same time, the legibility and quality of the product are likely to improve. Team members must be able to analyze outcomes like these and make appropriate decisions.

Well designed trials provide data that can result in a clear indication that one of the devices tried was the most effective for the child. When this happens, the team's decision about what to recommend is an easy one. At other times, the data is not so clear. One device may be adequate to meet the child's immediate needs while another holds more promise for future growth. Once all the data from trial period has been collected, a recommendation is developed about the assistive technology which the child needs in order to benefit from specially designed instruction. It is possible that none of the devices tried really helped with the goal the team had developed. In cases like this, the team may decide to simply present the data on all the trials to the IEP/IFSP team without a final recommendation and let them decide what else they may want to do to determine the child's need for assistive technology.



Make recommendations to the IEP/IFSP team regarding the student’s use of assistive technology: In some models of assistive technology service provision, a specialist or team of specialists helps to complete the assistive technology assessment and monitors the activities and results involved in the trial period of assistive technology use. In other service models, the IEP/IFSP team may take full responsibility for the AT trial period. In either case, a written summary of the evaluation activities, a description of the trial period and the data based results should be compiled. This summary also includes recommendations about each of the AT devices that were explored and any services that will be needed to support their use. A sample evaluation report that describes a trial period is included on the *Education Tech Points* website in the *Trial Period Forms* section.


The Responsibilities of Team Members During Trial Periods

Generally, when a team plans a trial period of assistive technology, one or two individuals take responsibility for monitoring the implementation. However, this does not mean that other team members do not play an important role. It is important that each person who comes in contact with the child who is using new assistive technology is aware of the expectations for the trial period that were set by the team.

If, during their planning, teams had complete information about how specific AT devices would work for a child, no trial periods would be needed. Trial periods reveal unanticipated difficulties or benefits that the child experiences during the trials. Informal observations and reports of any unanticipated changes in the student’s behavior are just as important as formal data collection activities.

One way that all team members can contribute to the implementation of trial periods is to ensure that they know the basics of how to operate and use the assistive technology to be tried. Students who are trying out AT use in a variety of environments may encounter unexpected difficulties at any time. If all team members have the ability to help troubleshoot technical problems and to explain the student’s AT use to others, the trial period is more likely to result in successful outcomes.

At the end of a trial period, the team reviews all data and information that has been collected about the student’s use of an assistive technology device. Each team member should be able to contribute observations during the review. For example, parents may be able to contribute information about how the child’s behavior at home changed during the allotted time. Peers and other communication partners may be able to report on how their interactions with the child changed. Students who are trying new assistive technology will also have much to contribute at this time. *Hey! Can I try that?* is a student workbook that can be used at each stage in the *Education Tech Points* process. (See *Education Tech Points Resources in Trial Period* for the complete manual) Figure 2 shows a student worksheet from that workbook that can be used to help students report on their own ideas about their AT use.

YOUR STORY: 

WOULD I USE THIS AT?

✦ Things I like about the AT I tried: _____

✦ Things I don't like about the AT I tried: _____

✦ If there was more than one tool to try, the one I liked best was: _____

✦ Why I liked it best: _____

✦ If I was the only one using technology, how did that feel? Is it OK? _____

✦ Things I want to tell the teachers and others about the AT that I tried: _____

✦ Questions I want to ask the teachers and others: _____

FIGURE 2. WORKSHEET FROM HEY! CAN I TRY THAT? (BOWSER AND REED, 2007)



SHAR • A trial period for Communication Tools

Shar's team chose three different options to help her with social communication difficulties. Their goal was to increase the amount of independent communication Shar used in informal settings. They thought that if Shar had a "communication buddy" who she chose from her classmates each day, they could teach these peer helpers ways to help Shar be more a part of the conversations at lunch and between classes. They decided to try this option for a week and see if it made any difference. They agreed that a peer helper alone might not be enough for Shar to become part of the lunch conversation so after a week of going to lunch with a peer helper they planned to give Shar some picture boards to use to start conversations and to repair communication when there were breakdowns or misunderstandings. One team member suggested that a speech generating device might be even more valuable than a picture board so an augmentative communication device that allowed for Shar to have ten choices of things she could say out loud was added as a third option to try during the trial period. The team decided to try the peer helper idea for five weeks. The helper would help introduce the communication board for two weeks and the speech generating device (SGD) for two weeks. Any tool that Shar was resistant to for more than three days was to be discontinued. They decided a trial would be determined successful if the team saw a 20% increase in Shar's successful communication attempts during the trial period. The augmentative communication specialist agreed to provide training to the staff and peer helpers on how to use the variety of communication strategies they were assessing. She also provided a loan of a speech generating device for use during the trial period.

IMPLICATIONS FOR SCHOOL DISTRICTS

While it is logical to try a particular device before making it a part of the child's every day educational program, this step in the process may get left out because of someone's enthusiasm about the possibilities presented by a specific piece of technology. When districts choose to formalize the trial period process by developing procedures and training staff in how to use them, it ensures equity for all students. A sample form for trial use is included in the *Education Tech Points* website in *Trial Period* forms.

In order to effectively complete trials of the use of assistive technology devices and services, a variety of technology devices must be available for trial periods. In a study of the assistive technology use patterns of occupational therapists, Sommerville, Wilson, Shanfield and Mack (1990) reported that occupational therapists do not recommend assistive technology devices they have not been able to try. In our experience, this is also true for other service providers.

Some school districts already have extensive libraries of items such as laptop computers, augmentative communication devices and Braille note takers. In other school settings, the local district may not have the equipment needed. In this case outside resources will need to be utilized to obtain the needed tools for trial use. It is important that the staff who work with a student know what trial equipment is available and how to obtain it.

When resources are available to try a variety of technology tools with students, the question of decision-making still remains. School districts should provide guidelines to staff in this area. While each IEP decision is made on an individual needs basis, districts can suggest parameters to help the team decide how well a solution must work before it is selected for inclusion on the IEP. Districts may also want to provide guidance on determining how assistive technology services such as technical assistance, customization and training can be accessed.

Action Items for Systems Change

Providing Trial Periods before purchasing specific assistive technology tools is essential to the successful provision of effective AT services. It is also cost effective and efficient. The key action steps include training and organization.



Ensure that classroom staff have adequate training to support the student's use of the device during a trial period: Especially when no one on the team has experience with the assistive technology being considered, it is important that initial training is provided before the technology is provided to the student. If staff members do not have a basic level of understanding of the device, the trial period may show negative results even though the tool is one that could provide benefit to the student. Initial training can be provided from specialists, other educators who have experience with the device, video tutorials, and, sometimes from vendors.



Develop district procedures for trial periods: While good teachers often automatically try out new teaching strategies as a part of the process of improving instruction, it is important that the evaluation of assistive technology needs be planned and the results documented. When documentation is available, resources are used wisely and districts are less likely to become involved in conflict and due process. It is important that district staff know how to document the trial periods they complete.

It is also important that staff members know how to get outside help when it is needed.



Provide loan equipment for trial periods: A loan bank of commonly used assistive technology tools is essential for every district. Depending on the size and characteristics of the population of children served, this loan bank may be very extensive or it may include only a few commonly used tools like talking spell checkers and calculators, portable word processors, smart phones, mobile tablet devices, and laptops with software to address most common difficulties.



Develop district procedures for accessing equipment not available in district: When the collection of loan equipment is small, districts may also want to provide information to staff on the ways to acquire other equipment for evaluation when it is needed. State and regional lending libraries, rental from vendors and loans from other districts are three commonly used resources. Begin by checking with your state department of education to find out if they sponsor an assistive technology program. More than half of the states do so and these programs are focused specifically on helping school districts in their state. Many of these programs have AT loan libraries that are specifically designed to support school districts as they complete trial periods to ensure that they have data to support purchases before district funds are expended on AT tools. Another resource is the program in each state that is supported by the Assistive Technology Act of 1997. The state tech act programs nearly always have AT loan libraries. Their focus is the entire life span and they serve primarily individuals with disabilities, but will loan equipment to schools in most cases. Finally the Assistive Technology Access Centers are a national organization with branches in 24 states that sometimes have AT loan libraries. Their focus is primarily families of children with disabilities. All of these programs can be resources to borrow AT tools for trial periods.

Development of a procedure is especially important if the use of trial equipment involves expenditures on the part of the district. In some cases a school district will find that they are not able to borrow needed equipment from a loan library and they may need to rent directly from a vendor. Some companies such as Don Johnston, Inc. (www.donjohnston.com) include a 30 day trial period in the purchase agreement. Others such as Tobii, Inc. (www.tobii.com) will rent their augmentative communication devices for up to three months. When equipment is requested that is not already in district, the request may also serve as a flag for an administrator who may later be asked to purchase this device because it is needed by the child.



Provide guidance in making recommendations: It is crucial that the people who implement trial periods understand that they will be making recommendations, not final decisions. It is the IEP/IFSP team that is empowered by IDEA to make all decisions about a student's individual educational program including the need for assistive technology and its use. When districts provide guidance about the kinds of recommendations they would like to see and the information that should be included in the report, the job of the IEP/IFSP team is made easier. The *Trial Period Resources* section of the website includes a sample report that was written to match the sections of the Trial Period form shown earlier. This report is an example of one that provides information that the IEP/IFSP team can use in discussion and decision-making.

**STEVE • Trial Periods for Access to Print Materials**

Steve's educational evaluation left a number of questions unanswered. The main questions still to be addressed are about how Steve would get access to print materials in his school. The vision specialist knew that she could provide Steve with a variety of large print materials, but she was also concerned that if he only used large print, many print materials would be inaccessible to him. She discussed options with the team and with the kindergarten teacher and they decided to begin to evaluate Steve's ability to use a computer with speech output to understand text. The preschool teacher had a number of talking computer programs available to try. Steve's mother was also interested in finding out if he could use Braille since she had heard that this was the fastest way for blind people to read. Trial periods for all three of these options were developed. The team decided that Steve would be able to handle trials of all three of the options during the same month if they were presented at different times during his day. The goal for this assessment was to determine which tools Steve might need and when each of them would be the most appropriate. The vision consultant agreed to take the lead in implementing the trial periods and various team members agreed to help collect data on how different options worked. They agreed upon the specific data they wanted to collect and assigned specific times and activities to each team member. When they finished they shared the data with the IEP team.

REFERENCES

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RESOURCES

Glennon, S. & DeCoste, D. (1997). *Handbook of Augmentative Communication*. San Diego, CA: Singular Publishing Co.

Although older, this is an excellent book that covers all aspects of augmentative communication service delivery. It includes information on motor access, the role of literacy, considerations for alternative augmentative communication in different settings, a product directory and a case study in each chapter. It is most appropriate for speech/language pathologists.

Reed, P., Bowser, G., & Korsten, J. (2002). *How Do You Know It? How Can You Show It?*, Oshkosh, WI: Wisconsin Assistive Technology Initiative, from www.wati.org

An easy to read manual that explains a variety of ways to collect and use data to make decisions about assistive technology. It utilizes numerous examples of questions that arise about assistive technology to illustrate how teams can collect and use data to make good decisions that are both appropriate and defensible. Numerous copy ready forms are included as well as suggestions for creating your own. It is a free download from www.wati.org under "Supports"

Rowland, C., & Schweigert, P. (2003). *Design to Learn: An environmental inventory to help teachers design learning opportunities for children with disabilities*, Portland, OR: Design To Learn. Purchase from www.designtolearn.com.

The 67-item Design to Learn environmental inventory is used to track the opportunities to learn communication and object interaction skills that are provided in classroom activities for a specific student. The inventory is applicable to children with a wide range of severe disabilities. Related products include the Design to Learn Book and Design to Learn DVD.

National Assistive Technology in Education Network (NATE Network) – www.natenetwork.net

The NATE Network website has numerous forms that can be used to collect data on the effectiveness of assistive technology use. They can be found under products.

Oregon Technology Access Program (OTAP) – www.otap-oregon.org/ATForms.htm

There are a variety of useful forms related to assistive technology in this section of the OTAP website. Choose the Trial Period Short form for a form to guide the extended assessment process.



in the
TRIAL PERIOD SECTION
of the Education Tech Points Website
For Districts/Agencies

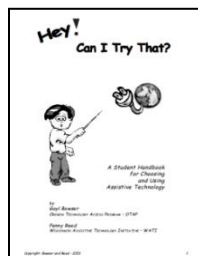
For Use with Students

Assistive Technology Trial Action Plan (Part 5 of the Dynamic Assistive Technology Evaluation (DATE)).

Another form that can be used to plan and carry out a trial period with AT.

Sample Trial Report

This report can be used as a model to demonstrate the format and information that districts need in order to make an AT decision.



Hey! Can I Try That? A Student Handbook for choosing and using Assistive Technology (CATO). A manual to be used with and by students to help them be more involved in the decisions

about AT.

Routine Assessment Form. This form focuses on routines within the school day and how independently the student is able to do them.

Trial Period Plan Form. Blank form used to help in organizing and planning trial periods with AT.

For Use with Students (cont.)

Trial Period Plan Sample.
This sample illustrates the type of information that is to be included on the Trial Period Planning form.

Trial Use Guide (WATI).
Another form that can be used to plan and carry out a trial period with AT.

Trial Use Summary (WATI).
A form on which to collect and summarize data from the trial and to write a recommendation for the IEP/IFSP team.