AT Decision Making Self-Assessment

Choose the number that best represents your situation for each item.

Attitudes

To what extent do you think the child's family should be involved in selecting and implementing assistive technology?

1	2	3	4	5
They do not have a role until much later.	They should be kept fully informed of decisions in order to cooperate effectively.	They should be involved only at critical points in selecting and implementing AT.	They should be included in decisions whenever possible.	As full members of the team during selection and implementation, they should help make all decisions.

To what extent do you think the selection of AT should be based on the child's current need to participate and complete tasks that other students are doing?

1	2	3	4	5
The main focus should be on the child's disability.	Future performance is more important than current.	They should be considered along with other factors for some children.	They should be as important as disability.	Participating in tasks in the current environments should be one of the main factors in AT selection.

To what extent should resources outside of your team be utilized in selecting and implementing assistive technology?

1	2	3	4	5
The team should just choose what they have and know how to use.	Occasionally they may need help with a more challenging case.	The team should sometimes go beyond their own resources, but should not expect to do this regularly.	External expertise and resources should be called upon as needed	The team should regularly connect with sources of AT expertise to expand their knowledge and call upon other resources when needed.

What do you regard as your team's responsibility for helping others to learn to make AT decisions independently?

1	2	3	4	5
Only the AT team can make a knowledgeable decision about the best AT for a child	While some others may be able to learn more about AT, the AT team will be the main decision makers.	The AT team may be able to identify a few others who can make reliable AT decisions.	We should train others about AT whenever we have time.	Training the direct service providers to take on more AT decision making is an important part of our job.

Decision Making

In decision making meetings (IEP, IFSP, evaluation, AT team, etc.) what extent do you contribute information to the discussion that is influential in making a decision about assistive technology for a child?

1	2	3	4	5
Never do so.	Rarely do so.	Do so when asked.	Contribute most of the time.	Participate regularly and voluntarily.

To what extent do you participate in or contribute to the final AT recommendations made by your team?

1	2	3	4	5
Never do so.	Rarely do so.	Do so when asked.	Contribute most of the time.	Participate regularly and willingly.

How satisfied are you with your role in the team's decision making process?

1	2	3	4	5
Not at all satisfied.	Rarely satisfied.	I'm not sure.	Somewhat satisfied, but OK with it being modified.	Completely satisfied.

Team Dynamics

How careful are you to avoid using initials or jargon that others may not understand?

1	2	3	4	5
Have never tried to avoid them	Sometimes think to avoid them	Try, but could do better	Usually try to avoid them	Very careful to avoid them

During team meetings, do you find yourself talking or participating more than others?

1	2	3	4	5
Always	Frequently	Occasionally	Rarely	Very rarely (depending on the issue) or never

To what extent have you worked to enhance team cohesiveness and mutual understanding?

1	2	3	4	5
Not at all	Rarely	I try occasionally.	Several times	A great deal

How do you think other team members view your contributions to the team?

1	2	3	4	5
They do not think my contributions are valuable.	They have some reservations about them.	I don't know.	They sometimes indicate that my contribution is valuable.	They generally think my contributions are valuable.

What method do you use when evaluating the ideas or plans of other team members?

1	2	3	4	5
They don't contribute ideas.	Tend to jump to conclusions without adequate data.	Get the gist of the information and then evaluate.	Usually try to understand their idea before evaluating.	Carefully consider others' ideas before evaluating.

When considering the merits of team members' ideas or plans, what importance do you attach to their status?

1	2	3	4	5
Some disciplines are just better prepared to know AT	Tend to listen more to some than to others.	Team member's status is somewhat influential.	I am occasionally influenced by status, but try to avoid it.	None, I consider the merits of the ideas

How conscientious are you in keeping well informed about AT in general and in your discipline in order to provide the most current information concerning assistive technology?

1	2	3	4	5
I already know what I need to know	Have spent very little time	Try to keep current, but could do better	Generally try to keep current	Very conscientious and try to stay up-to-date

To what extent have you attempted to obtain information about group process and teaming?

1	2	3	4	5
I don't think this is relevant	Have spent very little time.	Have spent some time, but could do more	Have spent a lot of time on this	Have spent a lot of time on it and try to hard to apply it.