

Education Tech Points: Profile of AT Services in Schools

Components of Effective AT Service Delivery	Highly Satisfactory (5)	(4)	Variations (3)	(2)	Needs Improvement (1)	
1. Consideration and Referral A. School district provides training about AT, legal mandates, and what AT can do for students with disabilities.	All staff including regular educators are aware of AT, have received training and can appropriately consider AT.	Most special and regular education staff members are aware of AT, have received training and can consider AT.	Some special and regular education staff members are aware of AT have received training and can consider AT.	A few special education staff members are aware of AT and have received some training. Consideration is inconsistent.	Staff members have not received training about AT. AT is dismissed as not necessary during "Consideration" in the IEP meeting.	
	B. School district special education procedure manual or teacher handbook includes AT services and devices.	Procedure manual has clear, specific directions and procedures for providing AT services and devices.	Procedure manual has directions for providing AT services and devices.	Procedure manual has a few directions, but not sufficient.	Procedure manual mentions AT, but lacks directions.	There is no procedure manual, or it does not mention AT.
	C. School district forms/reports include places to request and describe AT.	All appropriate forms include clearly identifiable places to indicate and describe AT devices and/or services.	District forms include the words AT, but do not include space to describe AT devices and services.	Forms do not encourage mention of AT, but reports sometimes describe it.	School district forms do not mention AT and reports do not address AT.	Staff members are not encouraged or directed to consider AT.
	D. District promotes parent input and inquires about AT and its use.	District uses procedures to respond in ways that value parental input and promote active parental participation.	District uses procedures that value parental inquiries and input, but does not encourage active participation in decision making.	Parent inquiries routed to staff members who send list of resources and suggestions governing further involvement.	Parent inquiries handled on a case-by-case basis at the discretion of staff member receiving call.	Parent inquiries, requests and input are not sought or acted upon.
2. Evaluation A. Individuals who evaluate for special education eligibility are knowledgeable about a variety of AT devices.	Evaluators are trained on and use a variety of AT hardware and software. District provides for ongoing skill development.	Evaluators are trained on some aspects of AT and the district provides for some updates/skill training.	Evaluators have some training in AT and how to utilize it in evaluations.	Evaluators are not knowledgeable about AT.	Evaluators are not encouraged or directed to learn about AT.	

B. Evaluators utilize accommodations during evaluations for eligibility.	AT and other accommodations are routinely utilized as part of the evaluation process.	AT and other accommodations are sometimes utilized as a part of evaluations.	Evaluators have occasionally used AT as an accommodation.	AT and other accommodations are not utilized during evaluations.	Evaluators are opposed to using AT during evaluations.
C. Evaluators refer a student for additional evaluation from persons with expertise in AT when needed.	Referrals are used to supplement information gathered by staff. They are timely and tailored to student needs	Referrals are used to replace local evaluation in areas where evaluators have identified weaknesses.	Referrals are used inconsistently.	Referrals are occasionally made, but not tailored to individual needs.	Referrals are never made.
3. Trial Periods					
A. School district has an effective system to borrow AT for trial use.	District staff routinely obtain AT for trial use from loan libraries or other sources.	District staff often obtain AT for trial use from loan libraries or other sources.	District staff occasionally arrange AT trials.	District staff have arranged an AT trial in the past.	District staff do not obtain AT for trial use with students.
B. School district staff making decisions about AT use a clearly defined decision making process.	Team members are trained in, and effectively use, a clearly defined decision making process.	Team members are trained and are making progress in using a clearly defined process.	Most team members are trained and team sometimes uses organized process.	Some team members are trained, but team rarely uses an organized process.	Team members are not trained in, and do not use, a decision making process.
C. Parents are equal, valued participants in all aspects of AT decision making.	Parents are routinely included in decision making, and planning for AT trials and use.	Parents are usually part of the AT decision making process.	Parents are sometimes part of the decision making process.	Parents are informed about decisions after they are made or are minimally involved.	Parents are not included in AT decision making.
D. District teams match student needs, abilities, environments, and tasks to appropriate, cost-effective tools.	District consistently provides funding, time, resources, and personnel to match student's needs and technology.	Teams have limited equipment resources to meet student needs, but provide services that support best possible use of time/equipment.	District supports teams with some AT equipment, resources, and training, but limits equipment and time for team activities.	District maintains an equipment/resource bank, but time limits team support leading to appropriate use.	District does not provide time and resource support to teams. No equipment bank.
E. When addressing AT needs, staff members collaboratively assess a student's need.	Pertinent personnel conduct assessments jointly in natural settings. Discipline boundaries minimized. Recommendations are collaborative and comprehensive.	Pertinent personnel conduct joint assessments. Comprehensive report(s) with recommendations limited to what is available in districts.	Interdisciplinary team assessment conducted by separate disciplines with reports and recommendation.	Assessment conducted by separate discipline(s) in pull out model. Separate report(s) and recommendations made.	District does not conduct assessment of AT need.

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4. Plan Development A. District's IEPs, when appropriate, include AT devices/services	IEPs clearly include AT in ways that reflect its use (e.g. goals, related services, supplementary aids and services).	IEPs usually include AT and/or reflect that AT was considered.	IEPs generally include AT, but show lack of understanding (e.g. AT tool listed under testing accommodation, but AT Consideration says "No".	AT is sometimes written into IEP, but it is inconsistent.	AT is never or rarely included in development of IEPs.
B. School district assures staff are trained in how to effectively write AT into IEPs when needed.	All staff members have received training in writing AT into IEPs.	Most staff members have received training in writing AT into IEPs.	Some staff members have been trained writing AT into IEPs.	No specific training has been provided.	Staff members do not appropriately include AT in IEPs.
C. IEP teams design and write integrated, collaborative IEPs that incorporate AT in appropriate tasks.	Collaborative teams develop single IEP that describes shared and well-defined responsibilities.	Parents and staff send objectives, staff cooperatively writes child-centered IEPs.	Staff involved write IEP objectives as a team.	Individual disciplines write IEP objectives, with some attempt to coordinate.	Individual staff members write IEP objectives based on what they see within their respective disciplines.
5. Implementation A. Clear responsibility for training, equipment maintenance, and operation assigned to specific service providers.	Team members know their responsibilities and work together to train others, keep equipment working, and insure its use across environments.	Team members generally know their roles. Equipment is operating and in use in most cases, and some training is provided.	One or two staff members are always viewed as being responsible for AT and little training of others is provided.	Some equipment is not working appropriately. Responsibility is vague and no training of others is provided.	Equipment is typically unused, underused, or not working due to confusion about roles and responsibilities.
B. Implementation of IEP involves collaboration and cooperation among all team members.	Team members with shared and well-defined responsibilities implement IEP together.	Staff members generally try to work together.	When time permits, team members cooperate.	Implementation occurs in most settings for most activities, but responsibility is not shared.	Communication between staff members is not a priority. Implementation is inconsistent.
C. School district budgets for the purchase of AT.	AT is a line item in the district budget with sufficient funding to acquire/maintain an array of devices for training, trial use, and long term use.	AT is a line item in the district budget that generally meets the need for items for specific students.	AT is a line item in the district budget, but does not meet the identified student's needs.	AT is not in the budget, but items are sometimes purchased when needed.	AT is never purchased by the district.

D. Team members involved in the provision of AT services have time to meet together.	Regular meeting times are scheduled for teams to discuss AT implementation.	Team members have some scheduled times to discuss AT.	Some team members meet, but not all can attend meetings.	Occasional meetings to discuss AT have occurred.	Staff members do not have time or opportunity to talk to each other about AT.
D. Identified consultant(s) in district or other source help personnel working with students using AT.	Uniformly understood district procedures support AT consultant or team, which provides training, resources and troubleshooting.	Consultant or team is regularly available for AT activities: screening, evaluations, consultations, training and follow-up.	Consultant or team has regular schedule for AT duties. Part time AT members called on as time permits.	AT consultant or team has limited time for follow-up and dissemination of information to other district personnel.	District does not support training of AT consultant or team, or provide time for AT activities.
E. Staff members and parents monitor and adjust implementation according to changing student needs/abilities.	All students followed closely by team (including parent) with AT support on a consistent basis.	Monitoring by team (including parent) on a consistent basis. AT consultant on-site visits as needed.	Monitoring and adjusting done by team, but parent is not normally involved.	Teacher monitors and adjusts without team support. No formal input from parent.	AT monitoring addressed annually at IEP review.
6. Periodic Review A. Student AT use is reviewed and evaluated.	Each student's AT use is regularly evaluated to see if changes are needed.	Each student's AT use is reviewed on a generally consistent schedule.	Student progress with AT is reviewed in preparation for the annual IEP meeting.	Some student's AT use is reviewed, but generally only when a parent expresses concern.	Effectiveness is not reviewed. Goals may be repeated in IEPs from year to year.
B. Overall AT program is reviewed on some type of regular schedule.	The AT program as reviewed on the same schedule as other programs.	The AT program has been reviewed, but is not on a regular schedule.	AT services have been reviewed across district/agency.	Some service providers or teams review aggregated data for AT use, but not all.	AT services have never been reviewed across district/agency.
C. AT is part of the district's over all technology plan.	Assistive technology is always included in technology planning across the district.	Assistive technology is usually included in technology plans.	Assistive technology is included only in some buildings.	Assistive technology is only included in grants where its consideration is required.	Assistive technology is never included in planning for district technology needs.
D. Continuing education needs of staff are assessed and responded to by the district/agency.	Need for new training in AT is regularly assessed and access to information arranged.	Need for training is assessed.	Need for training is responded to and supported when requested by staff.	Need for training is sometimes recognized.	Staff need for continued training in AT is not met.
7. Transition A. Planning for transition includes specific consideration of AT needs.	Effective, systematic transition planning is conducted which consistently includes AT when appropriate.	AT is frequently considered in transition planning.	AT is not generally included or considered in transition planning.	AT is rarely included or considered in transition planning.	AT is not part of it, nor considered in transition planning.