

ASSISTIVE TECHNOLOGY EVALUATION SUMMARY

The assistive technology evaluation is undertaken after the initial consideration for assistive technology phase has been completed and the modifications attempted have been evaluated as not having overcome the factors limiting or interfering with the student's attainment of IEP goals and objectives. The assistive technology evaluation may be recommended by an IEP. The assistive technology evaluation may be conducted independently by the local district or program personnel, or supported by MISD personnel. The operating principles are specified by the Macomb County Assistive Technology Guide.

This document does not constitute the AT evaluation protocol, rather it provides a record of the process for evaluation. Please consult the Assessment Resources section for AT assessment tools.

PRINCIPLE—

- Evaluation should be referenced directly to the stated goals and objectives on the student's IEP.

GOAL: Mary will improve expository written communication skills.

OBJECTIVE: Mary will produce 3 paragraphs, composed of 4 or more sentences, about topics in the content areas of social studies and science. The sentences will have 80% accuracy or better in the use of spelling, punctuation and capitalization. This will occur over 5 or more consecutive assignments.

PRINCIPLE—

- Evaluation must include consideration of student's cognitive, linguistic, communicative, sensory, social, academic, and physical needs and abilities.

| Area of Evaluation | Evaluator | Attached Report |
|-----------------------------|---------------------------------|-----------------|
| <u>Communication</u> | <u>Dr. K. Linguist, CCC-SLP</u> | <u>Jan. 13</u> |
| <u>Physical</u> | <u>Leonda Mitts, OTR</u> | <u>Nov. 12</u> |
| <u>Cognitive</u> | <u>D. Rodan, Ph.D.</u> | <u>Dec. 5</u> |
| <u>Assistive Technology</u> | <u>Anne Electron</u> | <u>Jan. 12</u> |
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PRINCIPLE—

- A team effort is essential to ensure the success of the evaluation and the resulting implementation of assistive technology. Evaluation for assistive technology will be conducted by a team consisting of persons with expertise in assistive technology and the parents and professionals who work with and best know the student.

EDUCATIONAL TEAM MEMBERS:

| Name | Role |
|-----------------------|---|
| <u>Edna Milay</u> | <u>Language Arts Teacher</u> |
| <u>Sidney Sped</u> | <u>Special Education Teacher Consultant</u> |
| <u>Leonda Mitts</u> | <u>Occupational Therapist</u> |
| <u>Henrietta Doe</u> | <u>Parent</u> |
| <u>Georgia Assist</u> | <u>Teacher Aide</u> |
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| _____ | _____ | _____ |
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| _____ | _____ | _____ |
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| Name | Role |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

PRINCIPLE

- Evaluation for assistive technology must address the different settings in which assistive technology is necessary for the student to participate.

Language Arts class written assignments 50 minutes, daily
 ■ SETTING DEMANDS AMOUNT OF TIME IN SETTING

Mary uses class computer to type reports when it is available for her use. Computer is not
 EXISTING ADAPTATION/TECHNOLOGY USED TO SUPPORT PARTICIPATION
always available, other students also need to use it.

Mary has a positive attitude, uses computer independently and typing speed and accuracy
 ATTITUDE/ACCEPTANCE/SUPPORT FOR TECHNOLOGY
continue to improve.

Language Arts class written assignments 50 minutes, daily
 ■ SETTING DEMANDS AMOUNT OF TIME IN SETTING

Mary uses a spelling device in class for spell checking of handwritten work.
 EXISTING ADAPTATION/TECHNOLOGY USED TO SUPPORT PARTICIPATION

positive attitude, independent use
 ATTITUDE/ACCEPTANCE/SUPPORT FOR TECHNOLOGY

PRINCIPLE

- Evaluation needs to be ongoing, adjusting to changing student needs, changing settings, learning challenges and opportunities facing the student.

Setting Language Arts class

Modification and Strategy Mary will use a note taking device to take notes and begin reports.

She will download notes to computer for editing and printing. Trial Period 3 months

How progress will be documented teacher and aide observation, student self-report

ACTION PLAN FOR RESPONSIBILITIES FOR IMPLEMENTATION

■ Action Loan notetaking device from ISD equipment collection to Mary's education team.
Teach Mary, TC and OT to use.

Responsible Team Member(s) Assistive Technology Consultant

When Jan. 22 How Meet with TC, OT and Mary to train on device.

■ Action Introduce notetaking device to Language Arts Teacher.

Responsible Team Member(s) Teacher Consultant/Occupational Therapist

When Jan. 22 How Integrate into classroom routine

Date and time of Follow-up Staffing: April 22, 9:00 A.M.

PRINCIPLE

- Evaluation for assistive technology must address the different settings in which assistive technology is necessary for the student to participate.

| | | |
|-----------|---------|---------------------------|
| ■ SETTING | DEMANDS | AMOUNT OF TIME IN SETTING |
|-----------|---------|---------------------------|

EXISTING ADAPTATION/TECHNOLOGY USED TO SUPPORT PARTICIPATION

ATTITUDE/ACCEPTANCE/SUPPORT FOR TECHNOLOGY

| | | |
|-----------|---------|---------------------------|
| ■ SETTING | DEMANDS | AMOUNT OF TIME IN SETTING |
|-----------|---------|---------------------------|

EXISTING ADAPTATION/TECHNOLOGY USED TO SUPPORT PARTICIPATION

ATTITUDE/ACCEPTANCE/SUPPORT FOR TECHNOLOGY

PRINCIPLE

- Evaluation needs to be ongoing, adjusting to changing student needs, changing settings, learning challenges and opportunities facing the student.

Setting _____

Modification and Strategy _____

_____ Trial Period _____

How progress will be documented _____

ACTION PLAN FOR RESPONSIBILITIES FOR IMPLEMENTATION

■ Action _____

Responsible Team Member(s) _____

When _____ How _____

■ Action _____

Responsible Team Member(s) _____

When _____ How _____

Date and time of Follow-up Staffing: _____

SUMMARY OF FOLLOW-UP STAFFING

MEMBERS PRESENT:

| | | |
|--------------------|----------------------|-----------------------|
| <u>Edna Milay</u> | <u>Anne Electron</u> | <u>Henrietta Doe</u> |
| <u>Sidney Sped</u> | <u>Leonda Mitts</u> | <u>Georgia Assist</u> |
| _____ | _____ | _____ |

Evaluation of Modifications

- In the following section summarize the effects of the modifications attempted. Do the modifications actually support the student's attainment of the targeted IEP goals or objectives?

Mary uses the note taking device to take notes and begin written assignments. She downloads her notes and reports to the classroom computer and is able to use basic word processing features to spell check, edit and print her work.

She continues to improve her typing skills with weekly use of the typing program on the computers in the TC and occupational therapy settings.

Mary's written work is evaluated for spelling and punctuation and continues to improve. She uses the technology independently, requiring minimal support from her team members.

These modifications assist Mary in achieving her IEP goal of improving expository written communication skills.

■ Action Mary will be assigned a note taking device through remainder of year.

Responsible Team Member(s) Teacher Consultant

When April 25 How TC will work with special education director

to acquire device for her.

■ Action _____

Responsible Team Member(s) _____

When _____ How _____

SUMMARY OF FOLLOW-UP STAFFING

MEMBERS PRESENT:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Evaluation of Modifications

- In the following section summarize the effects of the modifications attempted. Do the modifications actually support the student's attainment of the targeted IEP goals or objectives?

| |
|----------------------------------|
| ■ Action _____ |
| _____ |
| Responsible Team Member(s) _____ |
| When _____ How _____ |
| _____ |
| ■ Action _____ |
| _____ |
| Responsible Team Member(s) _____ |
| When _____ How _____ |
| _____ |