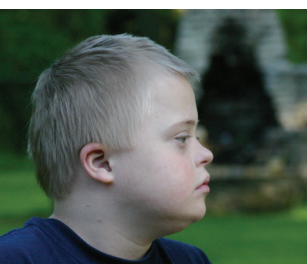


# A Child-Centered AT Plan: A Process for Including Assistive Technology (AT)

## Trainer's Manual



*Training materials created by the Technology to Improve Kids' Educational Success (TIKES) Project, a project of PACER Center: [PACER.org/STC/TIKES](http://PACER.org/STC/TIKES)*

# **A Child-Centered AT Plan: A Process for Including Assistive Technology (AT)**

## **Trainer's Manual**

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### **A Child-Centered AT Plan: A Process for Including Assistive Technology (AT)**

Paula Goldberg, PACER Center Executive Director  
Bridget Gilormini, PACER's Simon Technology Center Director

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# Introduction for Trainers

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This training material was developed in response to a need based on research findings that assistive technology (AT) is underutilized with children ages birth to 5. That same research also shows that assistive technology can have a significant impact in a short amount of time. The Child-Centered Assistive Technology Planning Documents have been designed with input from TIKES participants, and are intended to help early intervention and early childhood professionals be intentional in their consideration of assistive technology.

**Intended Audience:** The intended audience for these training materials is early intervention and early childhood special education teachers, and for them to use the training materials to present to their peers and to parents of children they work with.

**Purpose and Goal of Training:** The consideration of assistive technology is a legal requirement during the Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) process. The goal of this session is to help families and professionals intentionally consider assistive technology and document both need and technology in the IFSP and IEP. Participants will learn how to consider and document AT using the TIKES Child-Centered AT Planning Documents.

## **Workshop Objectives:**

Participants will learn about the following:

1. Reviewing legal requirements of consideration
2. Three tools for including AT
3. Using the consideration tools

## **Supplies Needed for this Training:**

Presenters will need a computer, LCD projector, and a screen.

**Evaluations:** Participant evaluations are an important component of any training. Please distribute evaluation forms (located in the appendix) and collect these from all participants. Please send summary of evaluations to: PACER Center TIKES Project, 8161 Normandale Blvd., Minneapolis, MN 55437, or email [TIKES@PACER.org](mailto:TIKES@PACER.org).

**References:** This training material is based on a review of the literature, as well as existing training tools and educational material on considering assistive technology with young children with disabilities.

## Tips for Trainers

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You are the key to making this training a success. Knowing your community and bringing your own experience and stories will make the training engaging and relevant for your peers and the families you work with. This training material is based on extensive review of the literature, as well as existing training tools and education materials designed to provide core topical information based in research and best practice. Focus groups and pilots by TIKES project participants have been conducted to ensure the content is high quality, useful, and relevant.

### TIPS

1. **PowerPoint Slides** – These can be edited and revised as you feel necessary to engage your audience. This includes eliminating or adding slides, and using different wording or images.
2. **Preparation** – Information is provided on each slide as a way to prepare your remarks and examples for the session. Presenters' notes are not meant to be a script. Feel free to organize or add to these notes as needed.
3. **Information Packets** – Use handouts found in the appendix of this training material as a starting point to create information packets for participants. Add your own handouts and information on local resources. Packets should include the TIKES Workshop Evaluation Form (for use at the end of the training).
4. **Translations** – Translations of the PowerPoint, TIKES evaluation, and handouts are provided. The slides can be revised as you feel necessary to engage participants. This includes eliminating or adding slides, and using different wording or images. Please contact Bridget Gilormini at [STC@PACER.org](mailto:STC@PACER.org) to receive the handout as a Word document that can be edited.


### SPECIFIC TO THIS CURRICULUM

This training material is intended to be delivered to your peers and parents of children ages birth to 5 with all types of disabilities. The consideration of assistive technology is required at least annually during the development of the IFSP and IEP, and is based on the child's specific needs.

## Slide 1: Title Page

---

Title slide.



# A Child-Centered AT Plan: A Process for Including Assistive Technology (AT)

Training materials created by the Technology to Improve Kids' Educational Success (TIKES) Project, a project of PACER Center (PACER.org/STC/TIKES)

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## Slide 2: Workshop Information

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### PRESENTER NOTES

Workshop presenters may wish to insert location, date, and name of presenters on this slide.

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Training materials created by PACER Center for the  
Technology to Improve Kids' Educational Success (TIKES) Project

---

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- Bridget Gilormini, Director PACER's  
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## Slide 3: About TIKES

### PRESENTER NOTES

TIKES, or Technology to Improve Kids' Educational Success, is one of three early childhood and assistive technology model demonstration grants awarded nationally. This education grant is based on a priority to improve outcomes for children with disabilities ages birth to 5 by leveraging the use of assistive technology to bridge developmental and achievement gaps. Research shows that assistive technology is underutilized and underdocumented for children with disabilities ages birth to 5. The majority of families do not learn about assistive technology from their teachers or providers but

from other families. This grant is about developing a model of training materials to equip and support educators and families by increasing their knowledge and awareness of assistive technology, and helping them identify appropriate technology solutions for their children or students.

## Federally funded Early Childhood and Assistive Technology Grants

- The TIKES Project is an education priority that is based on research that shows assistive technology is very underutilized by children with disabilities ages birth to 5
- The TIKES Project is one of three grants awarded in the country by the U.S. Department of Education's Office of Special Education Programs (OSEP)
- You play an important role in equipping and supporting not only yourselves but future early intervention and early childhood providers, teachers, and parents across the U.S. about AT

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## Slide 4: About PACER Center

### PRESENTER NOTES

PACER Center is a national parent center built on the model of parents helping parents. For more than 38 years, PACER has been helping families advocate for the educational rights of their children. PACER also works closely with schools and school districts, educators, and providers to help them understand the parent perspective, provide valuable staff training resources, and offer resources from more than 30 different programs that include transition, bullying prevention, early childhood, racially and culturally diverse projects, state personnel development grants, and more.

## PACER Center

- An established national parent center providing important information to parents and educators for more than 38 years
- More than 30 programs
- PACER.org
- 952-838-9000

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## Simon Technology Center

- Celebrating over 30 years of assistive technology services and projects
- Dedicated to making the benefits of technology more accessible
- PACER.org/STC
- 952-838-9000

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## Slide 5: About the Simon Technology Center

### PRESENTER NOTES

For over 30 years, the knowledgeable staff of the Simon Technology Center have been making the benefits of assistive technology accessible to families, educators, and individuals. The STC does this through a variety of core services and assistive technology projects, including free assistive technology consultations with families and their children, information and referral services, workshops, and a vast AT lending library to support the exploration of assistive technology.

## Session Agenda

1. Reviewing legal requirements
2. Three tools for including AT
3. Using the consideration tools
4. Items for discussion
5. Closing thoughts, questions, & evaluations

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## Slide 6: Session Agenda

### PRESENTER NOTES

“The Child-Centered AT Plan: A Process for Including Assistive Technology (AT)” is a workshop designed to help educators and families learn about three tools to help Individual Family Service Plan (IFSP) and Individualized Education Program (IEP) teams consider assistive technology for children ages birth to 5. Including AT in the IFSP or IEP, or “Consideration of AT,” is a legal requirement as part of the Individuals with Disabilities Education Act (IDEA).

This presentation will review the legal requirements for consideration, introduce three easy-to-use and

helpful documents, review how to use these documents, and discuss some commonly asked questions.

**NOTE TO PRESENTERS:** If you are an early intervention provider only working with children with disabilities ages birth to 3 you can hide slides 31-44 (Using the Consideration Tools: IEP). If you are an early childhood education provider only working with children with disabilities ages 3 to 5, you can hide slides 16-30 (Using the Consideration Tools: IFSP).

## Slide 7: Reviewing Legal Requirements

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(Transition slide leading into the review of legal requirements for considering assistive technology in the Individual Family Service Plan (IFSP) and the Individualized Education Program (IEP).)



### Reviewing Legal Requirements

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## Slide 8: Individuals with Disabilities Education Act (IDEA)

---

### PRESENTER NOTES


Let's review. In a previous workshop, "Including Assistive Technology (AT) in the Individual Family Service Plan (IFSP) and Individualized Education Program (IEP)," we introduced the process for considering assistive technology. The Individuals with Disabilities Education Act, or IDEA, is the federal special education law that addresses services for children with disabilities. It was signed into law in 1975. This law requires

### Individuals with Disabilities Education Act (IDEA)

---

IDEA requires that assistive technology be **CONSIDERED** for all students with a disability who have an IFSP or IEP.

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schools to provide necessary assistive technology devices and services to help children with disabilities receive an appropriate education. Simply said, for every child with an IFSP or IEP, assistive technology must be considered.

## Individuals with Disabilities Education Act (IDEA)

The law tells us to consider assistive technology.

It doesn't tell us what this process looks like.

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## Slide 9: Individuals with Disabilities Education Act (IDEA)

### PRESENTER NOTES

The law tells us to consider assistive technology, but it does not tell us how to consider assistive technology. Although it does not outline this process for us, it is important to consider assistive technology and to document this consideration process.

Ask your administrator about the district's guidelines for documenting the consideration of AT. Documenting gives clear evidence that you

have indeed considered assistive technology and clearly communicates with all team members, including the family, what AT is being tried or used with a child.

## Best Practices

Quality Indicators  
for Assistive  
Technology (QIAT)  
(QIAT.org)



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## Slide 10: Best Practices

### PRESENTER NOTES

The Quality Indicators of Assistive Technology (QIAT) is a grassroots movement of leaders in assistive technology that has helped establish guidance in best practices for assistive technology. This work is based on these best practices.

## Slide 11: Three Tools for Including AT

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(Transition slide leading into the introduction of three consideration tools and the history behind their development.)



### Three Tools for Including AT

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## Slide 12: Developing Useful Tools

---

### PRESENTER NOTES

In the initial stages of our project, we developed a Child-Centered AT Plan. Over the years of the project, the TIKES team has received feedback from participating providers and families as they used the plan. This helped the TIKES team in designing simple and useful tools.

### Developing Useful Tools

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To help IFSP and IEP teams consider the use of assistive technology for children ages birth to 5, the TIKES Project has developed simple documents that are easy to use.

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## Slide 13: Barriers to Consideration

### Barriers to Consideration

- Lack of knowledge
  - of the law
  - of AT or what is considered AT
  - of the consideration process
- Lack of clear direction about how and where to document
- Lack of time

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#### PRESENTER NOTES

We looked at some of the barriers to consideration. We wanted the products we developed through the TIKES Project to be high-quality tools that teachers would find useful. In addition, we conducted a random sampling of IFSP and IEP documents. This random review yielded some valuable information about how and where IFSP and IEP providers document assistive technology.

## Slide 14: IFSP/IEP Sampling: Trends

### IFSP/IEP Sampling: Trends

- Very low percentage of evidence of consideration in IFSPs
- Higher percentage of evidence of consideration in IEPs when AT has a specific place in the IEP
- Many items commonly considered AT were not identified as AT.

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#### PRESENTER NOTES

We know that research shows underutilization of assistive technology for children with disabilities ages birth to 5. In our work with TIKES, while analyzing IFSP and IEP documents from our three partner school districts, we found evidence of the use of assistive technology, but the teams did not label it as assistive technology. For example, a provider may have listed under "Accommodations" that a child used a visual schedule and picture communication book, but also documented that "AT was considered and is not needed at this time." Overall, we found a high incidence of documenting visual

strategies and supports, supports for sensory needs, and supports for challenging behaviors, all of which may be considered assistive technology.

IFSP and IEP software programs and documents differ by district, but do have some common elements. In districts where IEPs have a specific place to document assistive technology, the quantity of documentation was higher. The second aspect analyzed was quality of documentation. We looked at consistency, contradicting statements, etc. As in the previous example, there were many documents that stated that AT had been considered but was not needed, while AT use was mentioned throughout the document. This random sample of IEPs and IFSPs led to the development of tools that are simple, easy to use, and will intentionally guide teachers, professionals, and families through the process of considering AT.

## Slide 15: Three Planning Documents

### Three Planning Documents

- AT Consideration Flowchart
  - Visual planning guide
- Child-Centered AT Plan
  - Documentation guide
- Expanded Child-Centered AT Plan
  - Comprehensive documentation guide

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### PRESENTER NOTES

The research on AT use, and what would be useful to IFSP and IEP teams, helped us create a plan that would be easy to use. We wanted a design that would not add paperwork to a provider's workload, but would help them be intentional about the legal requirement to consider assistive technology. The AT Consideration Flowchart is designed to function as a visual planning guide of the possible outcomes of consideration. The Child-Centered AT Plan, is a two-page documentation guide that

systematically helps teach to have an outcome based on the child or student with whom you are working. The Expanded Child-Centered AT Plan was created to be used when appropriate. It would function as a tool to help with more complex cases.

## Slide 16: Using the Consideration Tools: IFSP

(Transition slide leading into how to use each of the tools in the early intervention process.)



# Using the Consideration Tools: IFSP

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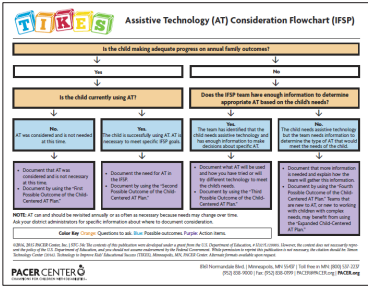
## Slide 17: TIKES' AT Consideration Flowchart: IFSP

### PRESENTER NOTES

The first tool is the AT Consideration Flowchart. The purpose of this tool is to function as a visual guide for the possible outcomes of consideration. For each student, there will be one outcome of consideration. The flowchart includes key questions in orange, possible outcomes in blue, and action items in purple. The TIKES' AT Consideration Flowchart can serve as a reminder for people who are considering AT.

# TIKES' AT Consideration Flowchart: IFSP

- Visual reminder
- Color coded
- Includes
  - Key questions
  - Possible outcomes
  - Action items



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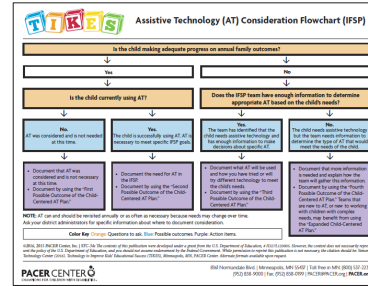
## Slide 18: TIKES' AT Consideration Flowchart: IFSP

### PRESENTER NOTES

As you follow the key questions in orange, they will lead you to four possible outcomes of consideration in blue, followed by an action item in purple that will lead to the use of the TIKES' Child-Centered AT Plan. Follow the flowchart and look at the possible outcomes of consideration. The first question, listed in orange, is: "Is the child making adequate progress on annual family outcomes?" Either a "yes" or "no" answer leads you to another question that will help continue to guide the process.

# TIKES' AT Consideration Flowchart: IFSP

- Follow the flowchart
- Is the child making adequate progress on annual family outcomes?
- Either a yes or no answer leads you to another question that will help guide the process.

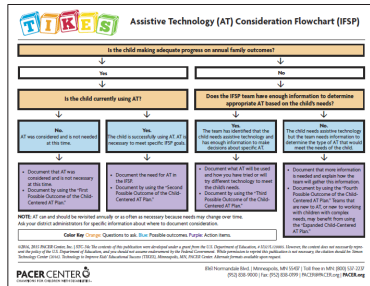


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# TIKES' AT Consideration Flowchart: IFSP

- Yes, the child is making progress.
- Is the child currently using AT?
- A yes or no answer leads you to an outcome and an action item.



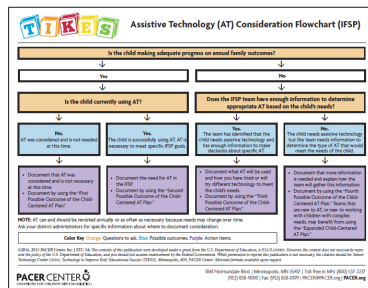
# Slide 19: TIKES' AT Consideration Flowchart: IFSP

## PRESENTER NOTES

The first question the consideration flowchart asks is: "Is the child making adequate progress on annual family outcomes?" The team determines, yes, the child is making progress. This leads to the second question (in orange), "Is the child currently using AT?" A yes or no answer here leads to an outcome (in blue) and an action item (in purple), and guides the team to the Child-Centered AT Plan.

# TIKES' AT Consideration Flowchart: IFSP

- No, the child is not currently using AT.
- Outcome 1: AT was considered by the team and is not needed at this time.
- Action Item 1: Document that AT was considered and is not necessary at this time. Use the "First Possible Outcome of the Child-Centered AT Plan."



# Slide 20: TIKES' AT Consideration Flowchart: IFSP

## PRESENTER NOTES

The second question asked is: "Is the child currently using AT?" This time the answer is, "No, the child is not currently using AT." The child is making progress, is not using, and does not need assistive technology. This leads to the first possible outcome, "AT was considered and is not needed at this time." There is also an action item to document the consideration of AT using the first possible outcome of the Child-Centered AT Plan (1. Including AT — First Possible Outcome: AT was considered and is not needed at this time.)



## TIKES' Child-Centered AT Plan: Four Different Possible Outcomes

- Start by filling in basic information.
- Note the child's strengths and needs.
- Important: Only choose one of four possible outcomes.

The image shows a form titled "TIKES' Child-Centered Assistive Technology (AT) Plan (IFSP)". It includes fields for "Child", "Parent(s)/Guardian(s)", and "Service Coordinator". Below these are sections for "Consideration of assistive technology (AT)", "Child's Strengths", "Child's Needs", and "Including AT". The "Including AT" section has four options, with the first one selected: "1. Including AT - First Possible Outcome: AT was considered and is not needed at this time." An arrow points to this section.

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## Slide 21: TIKES' Child-Centered AT Plan: Four Different Possible Outcomes

### PRESENTER NOTES

Following the flowchart to the first possible outcome, the team is now working in the two-page TIKES' Child-Centered AT Plan. Start by filling in the basic information: Child's name, service coordinator, parents' name(s), and date. There are also fields to note a child's strengths and needs. Knowing these help teams make decisions about the appropriate technology for a child.

It should be noted that not all of the four possible outcomes need to be filled out; just the outcome that is appropriate for the child for which the team is writing the plan. The section the team fills out in the TIKES' Child-Centered AT Plan will correspond with the outcome the team determined using the flowchart. The team will only fill out one section of the TIKES' Child-Centered AT Plan for each child. Now the team has finished the TIKES' Child-Centered AT Plan. There is a conversation and a process completed annually, generally during the annual IFSP meeting. However, the team, which includes the parents, can revisit the process any time the needs of the child change or the team feels he or she might benefit from assistive technology.

## TIKES' Child-Centered AT Plan: First Possible Outcome

- Document how current supports or adaptations are meeting the child's needs.
- Action Item gives guidance about where to document and possible language to use.

The image shows the same form as Slide 21, but with the "Including AT" section filled out. The first option is selected: "1. Including AT - First Possible Outcome: AT was considered and is not needed at this time." An arrow points to this section.

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## Slide 22: TIKES' Child-Centered AT Plan: First Possible Outcome

### PRESENTER NOTES

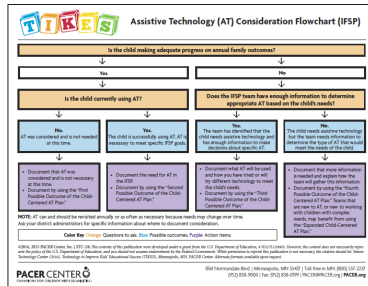
Next, there is space to document how current supports or adaptations are meeting the needs of the child in everyday routines, activities, and locations. The last step is to document it in the IFSP. The TIKES' Child-Centered AT Plan suggests writing, "The team has discussed the child's needs and determined that he or she does not need assistive technology because [fill in how current supports or adaptations are meeting the needs of the child in his or her family's everyday routines, activities, and places]" in "What is

Already Happening." Following these steps provides clear documentation of the team's process of consideration and communicates with all team members the decision the team reached.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

## TIKES' AT Consideration Flowchart: IFSP

- Yes, the child is currently using AT.
- Outcome 2: The child is successfully using AT. AT is necessary to meet specific IFSP goals.
- Action Item 2: Document the need for AT in the IFSP by using the "Second Possible Outcome of the Child-Centered AT Plan."



## Slide 23: TIKES' AT Consideration Flowchart: IFSP

### PRESENTER NOTES

The team can then answer the second question, "Is the child currently using AT?" with a yes. This means the child is making progress and is currently using assistive technology to meet his or her needs. This leads to the second possible outcome, "The child is successfully using AT. AT is necessary to meet specific IFSP goals." There is also an action item, which leads the team to document the consideration of AT using the second possible outcome of the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Second Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document AT the child is using, and how the child is using it at home or in the early intervention setting.
- Action Item gives guidance about where to document and possible language to use.

The form titled "TIKES' Child-Centered Assistive Technology (AT) Plan (IFSP)" includes fields for Child's Name, Parent(s) Name(s), and Service Coordinator. It contains two main sections: "1. Including AT - First Possible Outcome: AT was considered and is not needed at this time" and "2. Including AT - Second Possible Outcome: The child is currently using AT in the home or early intervention setting." Each section provides a space to describe the child's current use of AT and how it meets their needs.

## Slide 24: TIKES' Child-Centered AT Plan: Second Possible Outcome

### PRESENTER NOTES

Following the flowchart, the team now has the second possible outcome and are again working in the two-page TIKES' Child-Centered AT Plan. Start by filling in the basic information: child's name, service coordinator, parents' name(s), and date. The fields to note a child's strengths and needs are important for every child. Next, there is space to document information about assistive technology the child is currently using to meet their needs. The last step is to document

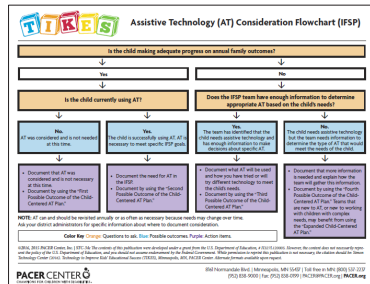
the AT in the IFSP. The TIKES' Child-Centered AT Plan suggests writing, "The child is currently using AT. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes" in "What is Already Happening." Again, the team has clear documentation of the consideration process and good communication with IFSP team members.

This is a conversation and a process done annually—generally during the annual IFSP meeting. However, the team can revisit the process any time the needs of the child change and the team feels the assistive technology he is using no longer works, or there is new technology available that might better meet his needs.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

# TIKES' AT Consideration Flowchart: IFSP

- No, the child is not making adequate progress and may benefit from AT.
- Does the IFSP team have enough information to determine appropriate AT based on the child's needs?
- A yes or no answer here leads to an outcome and an action item.



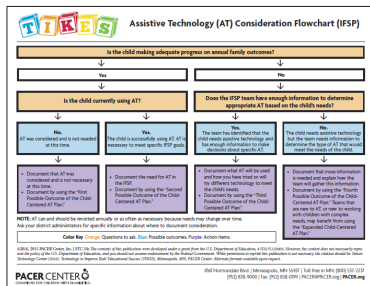
# Slide 25: TIKES' AT Consideration Flowchart: IFSP

## PRESENTER NOTES

In the first question (in orange), "Is the child making adequate progress on annual family outcomes?" the team would now answer, "No, the child is not making adequate progress and may benefit from AT." This leads to a new question (in orange), "Does the IFSP team have enough information to determine appropriate AT based on the child's needs?" A yes or no answer here each leads to an outcome and an action item.

# TIKES' AT Consideration Flowchart: IFSP

- Yes, the team has enough information to determine appropriate AT.
- Outcome 3: The team has identified that the child needs assistive technology and has enough information to make decisions about specific AT.
- Action Item 3: Document the need for AT in the IFSP by using the "Third Possible Outcome of the Child-Centered AT Plan."



# Slide 26: TIKES' AT Consideration Flowchart: IFSP

## PRESENTER NOTES

The team answers this question with, "Yes, the team has enough information to make decisions about appropriate AT to meet the child's needs." This leads to the third possible outcome (in blue), "The team has identified that the child needs assistive technology and has enough information to make decisions about specific AT." The team also has an action item (in purple) to document the consideration of AT using the third possible outcome of the Child-Centered AT Plan.

# TIKES' Child-Centered AT Plan: Third Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document how the team has tried or will try different AT to meet the child's needs.
- Action Item gives guidance about where to document and possible language to use.



## Slide 27: TIKES' Child-Centered AT Plan: Third Possible Outcome

### PRESENTER NOTES

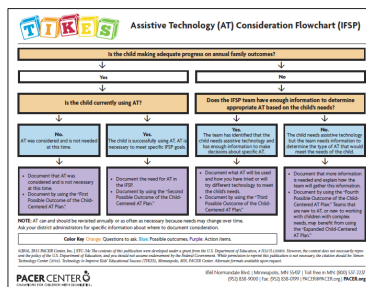
Following the flowchart, the team now comes to the third possible outcome and are again working in the two-page Child-Centered AT Plan. Start by filling in the basic information: child's name, service coordinator, parents' name(s), and date, and the fields to note a child's strengths and needs. Under Outcome 3, there is space to document information about the assistive technology the team has tried or will try to meet the needs of the child. In the third outcome, the team members feel confident in their understanding and use of assistive technology,

and the needs of the child, and can move forward with that knowledge. The last step is to document this in the IFSP. The TIKES' Child-Centered AT Plan suggests writing, "The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes" in "What Will Happen." It would be best practice to document how long any trials using AT will be and what standard will be used to measure success.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

# TIKES' AT Consideration Flowchart: IFSP

- No, the team does not have enough information.
- Outcome 4: The child needs assistive technology, but the team needs information to determine the type of AT that would meet the needs of the child.
- Action Item 4: Document the need for AT in the IFSP by using the "Fourth Possible Outcome of the Child-Centered AT Plan."



## Slide 28: TIKES' AT Consideration Flowchart: IFSP

### PRESENTER NOTES

The team takes the last path going down the flowchart and answers the second question with, "No, the team does not have enough information to determine appropriate AT based on the needs of the child." With this option, the team knows that the child is not making progress and the team needs more information. The team may need more information about the child and his needs, or they may need more information about the technology that would be appropriate to meet the child's needs. This leads to the fourth possible

outcome, "The child needs assistive technology but the team needs information to determine the type of AT that would meet the needs of the child." There is also an action item to document the process of consideration using the fourth possible outcome of the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Fourth Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document how you have tried or will try different AT to meet the child's needs.
- Action Item gives guidance about where to document and possible language to use.

## Slide 29: TIKES' Child-Centered AT Plan: Fourth Possible Outcome

### PRESENTER NOTES

Following the flowchart, the team comes to the fourth and last possible outcome and are working in the two-page TIKES' Child-Centered AT Plan. Start by filling in the basic information: child's name, service coordinator, parents' name(s), and date. Also complete the fields to note a child's strengths and needs. There are additional supports under the fourth outcome to support a team's process in gathering more information. They can document the different technology

they would like to try, or indicate how they will gather the needed information to help make informed decisions about what AT will help meet the needs of this child. The last step is to document the process of consideration in the IFSP. The TIKES' Child-Centered AT Plan suggests writing, "The team has discussed the child's needs and determined that we need more information. We will try different technology to determine what will best meet the child's needs. We will try [list the features of the AT you think will benefit the child] and meet again with more information" in "What Will Happen." It would be best practice to also document how long any trials with AT will be and what standard will be used to measure success. Teams may also want to consider using the TIKES' Expanded Child-Centered AT Plan if they need to bring in a district or outside consultant, or need more help in determining the AT needs of the child.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

## TIKES' Child-Centered AT Plan: Action Items

- Inclusion of Action Items is to promote consistency and quality of documentation.
- Check each box when Action Item is completed.

## Slide 30: TIKES' Child-Centered AT Plan: Action Items


### PRESENTER NOTES

When the team is finished documenting the possible outcome for the child, the last step is to follow up on the Action Items. The Action Items were built into the TIKES' Child-Centered AT Plan to promote consistency and quality of documentation for including AT in the IFSP. Check each box and then the Action Item will be complete. The first Action Item, "Date need for AT was documented in the IFSP" is to record when the team followed up on the outcome action item and documented the process of considering AT in the IFSP. The second Action

Item, "Information written in the IFSP is consistent with our AT decision. (For example, a visual strategy, a common early intervention AT, is appropriately identified as assistive technology throughout the document.)" is a quality check to ensure that the AT documentation is consistent throughout the plan.

## Slide 31: Using the Consideration Tools: IEP

(Transition slide leading into how to use each of the tools in early childhood education.)



# Using the Consideration Tools: IEP

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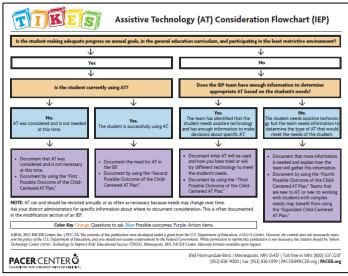
## Slide 32: TIKES' AT Consideration Flowchart: IEP

### PRESENTER NOTES

Following the key questions in orange leads the team to four possible outcomes of consideration in blue, followed by an action item in purple that will lead to use of the TIKES' Child-Centered AT Plan. Follow the flowchart and look at the possible outcomes of consideration. The first question (in orange), "Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?" leads to another question with either a yes or no answer. This next question continues to guide our process.

# TIKES' AT Consideration Flowchart: IEP

- Follow the flowchart.
- Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?
- Either a yes or no answer leads to another question that helps to guide the process.



**TIKES' AT Consideration Flowchart (IEP)**

**Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?**

**Yes** → **Does the IEP team have enough information to determine appropriateness of IEP based on the student's needs?**

**Yes** → Document that team information is current and based on the student's needs. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**No** → Document that team information is current and based on the student's needs. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**Is the student currently using AT?**

**Yes** → Document the need for AT in the IEP. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**No** → Document that AT was considered and is not needed at this time. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**Does the IEP team have enough information to determine appropriateness of IEP based on the student's needs?**

**Yes** → Document that team information is current and based on the student's needs. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**No** → Document that team information is current and based on the student's needs. Document by using the "Team Consideration of the Child-Centered AT Plan" form.

**Notes:** AT use and AT need are considered annually at all IEPs. Consideration of AT needs may change over time. AT use and AT need are considered annually at all IEPs. Consideration of AT needs may change over time. AT use and AT need are considered annually at all IEPs. Consideration of AT needs may change over time.

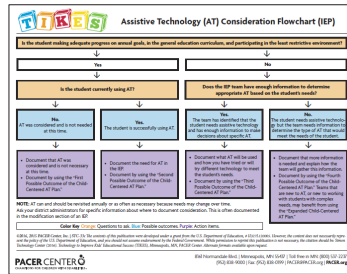
**Color Key:** Questions to ask: (O) Possible outcomes: Purple: Action items

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## TIKES' AT Consideration Flowchart: IEP

- Yes, the student is making progress.
- Is the student currently using AT?
- A yes or no answer leads to an outcome and an action item.



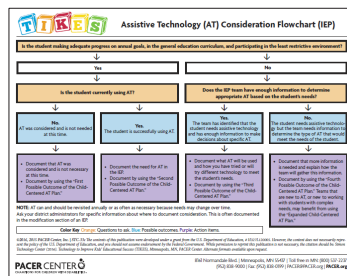
## Slide 33: TIKES' AT Consideration Flowchart: IEP

### PRESENTER NOTES

The first question (in orange) asks, "Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?" First, answer, "Yes, the student is making progress." This leads to the second question (also in orange), "Is the student currently using AT?" Either a yes or no answer here leads to an outcome and an action item, and guides you to the TIKES' Child-Centered AT Plan.

## TIKES' AT Consideration Flowchart: IEP

- No, the student is not currently using AT.
- Outcome 1: AT was considered and is not needed at this time.
- Action Item 1: Document that AT was considered and is not necessary at this time by using the "First Possible Outcome of the Child-Centered AT Plan."



## Slide 34: TIKES' AT Consideration Flowchart: IEP

### PRESENTER NOTES

The second question, "Is the student currently using AT?" by saying "No, the student is not currently using AT." The child is making progress, is not using AT, and does not need assistive technology. This leads to the first possible outcome, "AT was considered and is not needed at this time." The team also has an action item to document the process of considering AT using the first possible outcome of the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Four Different Possible Outcomes

- Start by filling in basic information.
- Note the child's strengths and needs.
- Important: Only choose one of four possible outcomes.

The image shows a portion of the TIKES' Child-Centered AT Plan (IEP) form. It includes fields for Child Name, Case Manager, and Date. Below these are instructions for considering assistive technology (AT) and a section for documenting current accommodations and modifications. The form is titled 'TIKES' Child-Centered Assistive Technology (AT) Plan (IEP)' and features the PACER CENTER logo at the bottom.

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## Slide 35: TIKES' Child-Centered AT Plan: Four Different Possible Outcomes

### PRESENTER NOTES

Following the flowchart to the first possible outcome, the team is now working in the two-page TIKES' Child-Centered AT Plan. Start by filling in the basic information: child's name, case manager, parents' name(s), and date. There are also fields to note a child's strengths and needs, which will help teams make decisions about the appropriate technology for a child.

It should be noted that not all of the four possible outcomes need to be filled out; just the outcome that is appropriate for the child for which the team is writing the plan. The section the team fills out in the TIKES' Child-Centered AT Plan will correspond with the outcome the team determined using the flowchart, and the team will only fill out one section of the TIKES' Child-Centered AT Plan for each child. Now the team has finished the TIKES' Child-Centered AT Plan. This is a conversation and a process completed annually, generally during the annual IEP meeting. However, the team, which includes the parents, can revisit the process any time the needs of the child change or the team feels he or she might benefit from assistive technology.

## TIKES' Child-Centered AT Plan: First Possible Outcome

- Document how current accommodations and modifications are meeting the child's needs.
- Action Item gives guidance about where to document and possible language to use.

The image shows a portion of the TIKES' Child-Centered AT Plan (IEP) form, specifically the section for the first possible outcome. It includes fields for Child Name, Case Manager, and Date. Below these are instructions for considering assistive technology (AT) and a section for documenting current accommodations and modifications. The form is titled 'TIKES' Child-Centered Assistive Technology (AT) Plan (IEP)' and features the PACER CENTER logo at the bottom.

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## Slide 36: TIKES' Child-Centered AT Plan: First Possible Outcome

### PRESENTER NOTES

Next, there is space to document how current accommodations and modifications are meeting the needs of the child. The last step is to document the process AT of consideration in the IEP. The TIKES' Child-Centered AT Plan suggests writing this in the designated "Assistive Technology" section: "The team has discussed the child's needs and determined that he or she does not need assistive technology because [fill in how current accommodations and modifications are meeting his or her needs]." If the IEP

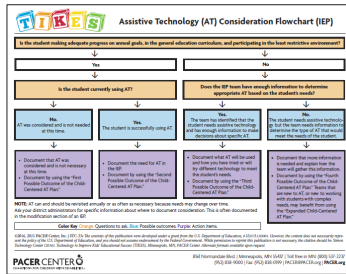
document doesn't contain a section to document Assistive Technology, use another appropriate place such as "Accommodations and Modifications." Following these steps provides clear documentation of the process of considering AT and communicates with all team members about the decision the team reached.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**



## TIKES' AT Consideration Flowchart: IEP

- Yes, the student is currently using AT.
- Outcome 2: The student is successfully using AT.
- Action Item 2: Document the need for AT in the IEP by using the "Second Possible Outcome of the Child-Centered AT Plan."



## Slide 37: TIKES' AT Consideration Flowchart: IEP

### PRESENTER NOTES

View the flowchart and answer the second question, "Is the student currently using AT?" with a yes. This means the child is making progress and is currently using assistive technology to meet his or her needs. This leads to the second possible outcome, "The student is successfully using assistive technology." The team also has an action item, which leads to documenting the consideration of AT using the second possible outcome of the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Second Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document the AT the child is using and how the child is using it in his educational environment.
- Action Item gives guidance about where to document and possible language to use.

The form is titled "TIKES' Child-Centered Assistive Technology (AT) Plan (IEP)". It includes fields for Child's Name, Case Manager, and Date. It has a section for "Consideration of assistive technology (AT) in the process in which the child's Individualized Education Program (IEP) team develops the child's IEP. The team should consider the child's strengths and needs, and the child's current use of AT. The team should also consider the child's current use of AT. The team should also consider the child's current use of AT. The team should also consider the child's current use of AT." There are two numbered sections: "1. Including AT - First Possible Outcome: AT was considered and is not needed at this time." and "2. Including AT - Second Possible Outcome: The child is successfully using assistive technology AT is necessary to meet specific IEP goals." The form also includes a section for "Comments" and a footer with the PACER CENTER logo.

## Slide 38: TIKES' Child-Centered AT Plan: Second Possible Outcome

### PRESENTER NOTES

Following the flowchart, the team looks at the second possible outcome and is again working in the two-page TIKES' Child-Centered AT Plan. Always start by filling in the basic information: child's name, case manager, parents' name(s), and date. The fields to note a child's strengths and needs are important for every child. Next, there is space to document information about the assistive technology the child is currently using to meet his or her needs. The last step is

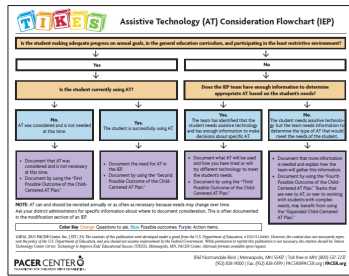
to document it in the IEP. The TIKES' Child-Centered AT Plan suggests writing, "The child is currently using AT. He or she will use assistive technology to help him or her reach the following IEP goals and objectives" in an appropriate place in the IEP such as "Accommodations and Modifications." Again, the team has clear documentation of the consideration process and good communication with IEP team members.

Remember this is a process done annually, usually during the annual IEP meeting. However, the team can revisit the process any time the needs of the child change and the team feels the assistive technology he or she is using no longer works, or there is new technology available that might better meet his or her needs.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

# TIKES' AT Consideration Flowchart: IEP

- No, the child is not making adequate progress and may benefit from AT.
- Does the IEP team have enough information to determine appropriate AT based on the child's needs?
- A yes or no answer leads to an outcome and action item.



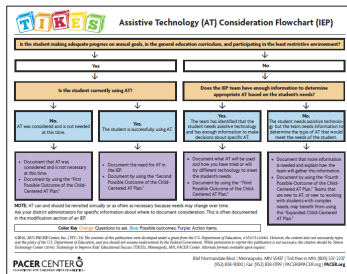
# Slide 39: TIKES' AT Consideration Flowchart: IEP

## PRESENTER NOTES

The first question (in orange), “Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?” the team will now answer, “No, the child is not making adequate progress and may benefit from AT.” This leads to a new question (in orange), “Does the IEP team have enough information to determine appropriate AT based on the student’s needs?” A yes or no answer here each leads to an outcome and an action item.

# TIKES' AT Consideration Flowchart: IEP

- Yes, the team has enough information to determine appropriate AT.
- Outcome 3: The team has identified that the student needs assistive technology and has enough information to make decisions about specific AT.
- Action Item 3: Document the need for AT in the IEP by using the “Third Possible Outcome of the Child-Centered AT Plan.”



# Slide 40: TIKES' AT Consideration Flowchart: IEP

## PRESENTER NOTES

The team answers this question with, “Yes, the team has enough information to make decisions about appropriate AT to meet the student’s needs.” This leads to the third possible outcome (in blue), “The team has identified that the student needs assistive technology and has enough information to make decisions about specific AT.” The team also has an action item (in purple) to document the consideration of AT using the third possible outcome of the TIKES' Child-Centered AT Plan.

# TIKES' Child-Centered AT Plan: Third Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document how the team has tried or will try different AT to meet the child's needs.
- Action Item gives guidance about where to document and possible language to use.

**3. Including AT – Third Possible Outcome:** The team has determined that the child needs assistive technology, but has enough information to make decisions about specific AT. The child is using AT and the team has determined that the child needs AT. Write down how you know or will determine how you know the child needs AT.

Write something like the following statement into the IEP either in the designated section or other appropriate place such as accommodations and modifications:

The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goal and objectives (insert goals in the appropriate place in the IEP):

**4. Including AT – Fourth Possible Outcome:** The child needs assistive technology, but the team needs information to determine the type of AT that would meet the needs of the child. Document the different technology you would like to try or how you will gather the information you need to make an informed decision about assistive technology and how you will try the assistive technology.

The first person you may want to enter the TIKES' Expanded Child-Centered AT Plan (ECCAP) for more detailed support of the AT Consideration Form:

Areas in which the student is experiencing difficulty completing educational activities or meeting goals:

|                               |                               |                               |                             |
|-------------------------------|-------------------------------|-------------------------------|-----------------------------|
| Disruption of Child's Sleep   | Disability Services           | Disruption of Writing         | Disruption of Reading       |
| Disruption of Attention       | Disruption of Social Skills   | Disruption of Behavior        | Disruption of Communication |
| Disruption of Self-Management | Disruption of Self-Regulation | Disruption of Self-Motivation | Disruption of Self-Advocacy |

Write something like the following statement into the IEP either in the designated section or other appropriate place such as accommodations and modifications:

The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goal and objectives (insert goals in the appropriate place in the IEP):

**Action Item:**

One will do what you have completed the following:

The need for AT was documented in the IEP.

The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goal and objectives (insert goals in the appropriate place in the IEP):

The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goal and objectives (insert goals in the appropriate place in the IEP):

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# Slide 41: TIKES' Child-Centered AT Plan: Third Possible Outcome

## PRESENTER NOTES

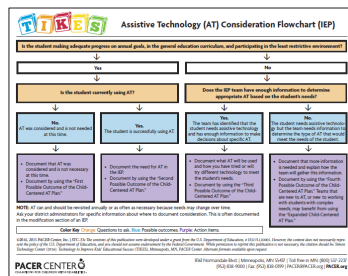
Following the flowchart, the team comes to the third possible outcome and is again working in the two-page TIKES' Child-Centered AT Plan. Always start by filling in the basic information: child's name, case manager, parents' name(s), and date, and the fields to note a child's strengths and needs. Under Outcome 3, there is space to document information about the assistive technology the team has tried or will try to meet the needs of the child. In the third outcome, the team feels confident in their understanding

and use of assistive technology, and the child's needs, and can move forward with that knowledge. The last step is to document this in the IEP. The TIKES' Child-Centered AT Plan suggests writing, "The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goals and objectives" in an appropriate place in the IEP, such as the designated place to document AT or in "Accommodations and Modifications." It is helpful to also document how long any AT trials will take and what standard the team will use to measure success.

**For this example, we are finished with the TIKES' Child-Centered AT Plan.**

# TIKES' AT Consideration Flowchart: IEP

- No, the team does not have enough information.
- Outcome 4: The student needs assistive technology, but the team needs information to determine the type of AT that would meet the needs of the student.
- Action Item 4: Document the need for AT in the IEP by using the "Fourth Possible Outcome of the Child-Centered AT Plan."



# Slide 42: TIKES' AT Consideration Flowchart: IEP

## PRESENTER NOTES

Using the flowchart, answer the second question with, "No, the team does not have enough information to determine appropriate AT based on the student's needs." With this option, the team knows that the child is not making progress and the team needs more information. The team may need more information about the child and his or her needs, or they may need more information about the technology that would be appropriate to meet the child's needs. This leads to the fourth possible outcome, "The student needs assistive

technology, but the team needs information to determine the type of AT that would meet the needs of the student." AT is necessary to meet specific IEP goals and objectives. The team also has an action item to document the consideration of AT using the fourth possible outcome of the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Fourth Possible Outcome

- Start by filling in basic information.
- Note the child's strengths and needs.
- Document how the team has tried or will try different AT to meet the child's needs.
- Action Item gives guidance about where to document and possible language to use.

**3. Including AT – Third Possible Outcome:** The team has determined that the child needs assistive technology, but has enough information to make decisions about specific AT. ...

**4. Including AT – Fourth Possible Outcome:** The child needs assistive technology, but the team needs information to determine the type of AT that would meet the needs of the child.

| Environment(s) | Essential Activity | Task to Complete |
|----------------|--------------------|------------------|
|                |                    |                  |



## Slide 43: TIKES' Child-Centered AT Plan: Fourth Possible Outcome

### PRESENTER NOTES

Following the flowchart, it is now the fourth and final possible outcome and the team is again working in the two-page TIKES' Child-Centered AT Plan. Always start by filling in the basic information: child's name, case manager, parents' name(s), and date. Also complete the fields to note a child's strengths and needs. There are additional supports within the fourth outcome to support a team's process for gathering more information. They can document the different

technology they would like to try, or indicate how they will gather the needed information to help make informed decisions about AT and what AT will help meet the needs of this child. The last step is to document the process in the IEP. The TIKES' Child-Centered AT Plan suggests writing, "The team has discussed the child's needs and determined that we need more information. The team will try different technology to determine what will best meet the child's needs. We will try [list the features of the devices you think will benefit the child] and meet again with more information" in an appropriate place in the IEP, such as a designated place for assistive technology or in "Accommodations and Modifications." It is best practice to also document how long any trials will take and what standard will be used to measure success. Teams may also want to consider using the TIKES' Expanded Child-Centered AT Plan if they need to bring in a district or outside consultant, or need more help in determining the AT needs of the child.

For this example, we are finished with the TIKES' Child-Centered AT Plan.

## TIKES' Child-Centered AT Plan: Action Items

- Inclusion of Action Items is to promote consistency and quality of documentation.
- Check each box when Action Item is completed.

**3. Including AT – Third Possible Outcome:** The team has determined that the child needs assistive technology, but has enough information to make decisions about specific AT. ...

**4. Including AT – Fourth Possible Outcome:** The child needs assistive technology, but the team needs information to determine the type of AT that would meet the needs of the child.

| Environment(s) | Essential Activity | Task to Complete |
|----------------|--------------------|------------------|
|                |                    |                  |



## Slide 44: TIKES' Child-Centered AT Plan: Action Items

### PRESENTER NOTES

When the team is finished documenting the possible outcome for the child, the last step is to follow up on the Action Items. The Action Items were built into the TIKES' Child-Centered AT Plan to promote consistency and quality of documentation for including AT in the IEP. Check each box. Then the Action Item is complete. The first Action Item, "Date need for AT was documented in the IEP" is to record when the team followed up on the outcome action item and documented the process of considering AT in the

IEP. The second Action Item, "Information written in the IEP is consistent with our AT decision. (For example, a visual strategy, a common early intervention AT, is appropriately identified as assistive technology throughout the document.)" is a quality check to ensure that the AT documentation is consistent throughout the IEP.

## Slide 45: TIKES' Expanded Child-Centered AT Plan

(Transition slide leading into discussion of the TIKES' Expanded Child-Centered AT Plan and when it might be appropriate to use.)



### TIKES' Expanded Child-Centered AT Plan

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## Slide 46: The TIKES' Expanded Child-Centered AT Plan: IFSP/IEP

### PRESENTER NOTES


The TIKES' Expanded Child-Centered AT Plan is a longer planning tool to help both IFSP and IEP teams determine what AT will meet the needs of an individual child. The team has used the flowchart and two-page plan, and decided on the fourth possible outcome, "The child needs assistive technology, but the team needs more information to determine the type of AT that would meet the needs of the child." The supports for the fourth possible outcome in the two-page plan aren't enough to guide the decision-making

process of the team. The expanded plan provides more room and topic headers to discuss AT and the needs of the child in greater depth. The documents differ slightly in their language based on settings, and a home versus educational focus. The expanded plan includes space to discuss current AT use (if any), areas of need, trying AT, identifying any training needs, device or system set-up and maintenance, establishing a back-up plan, assigning AT roles, documenting the AT decisions in the IFSP or IEP, and Action Items that have been included for the purpose of improving quantity and quality of AT documentation.

### The TIKES' Expanded Child-Centered AT Plan: IFSP/IEP

- Current AT use
- Areas of need
- Trying AT
- Training
- Set-up and maintenance
- Back-up plan
- AT roles
- Documenting AT decisions
- Action items

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## Slide 47: Items for Discussion

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(Transition slide leading into discussion of some common issues or questions when considering AT.)



### Items for Discussion

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## Slide 48: Considering New Technology

---

### PRESENTER NOTES

New technology is constantly being developed. A specific technology may be released after you've already made decisions about AT that could help the learning of a child with whom you are working. As with all assistive technology, the team should consider the potential benefits and whether a child needs it to make progress on IFSP outcomes, or IEP goals and objectives. The increase in the use of tablets is a good example of the impact new technology can have on teacher and parent requests for AT for a child. The team needs to consider the benefits of the technology and establish a need.

### Considering New Technology

---

New technology is always being developed and could help your child or the child you work with.

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## Consideration vs. Assessment

- Consideration and assessment are not the same thing
- Consideration is a team conversation and decision about the need for AT
- Assessment is a systematic process to test the effectiveness of AT

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## Slide 49: Consideration vs. Assessment

### PRESENTER NOTES

Sometimes the process of considering AT is referred to as an assessment, but the consideration of AT and an AT assessment are not the same thing. In the process of considering assistive technology, a team will sometimes decide that more information is needed, and they'll use a systematic formal assessment of AT to determine the technology that will meet a child's needs. An assessment is not required to consider AT, to make AT decisions, or before writing AT into a child's IFSP or IEP.

## Assistive Technology Assessment

- What is an AT assessment?
  - Assessment or evaluation is a more formal process of determining what AT devices and services will help the student meet educational goals.
- Who conducts an AT assessment?
  - Individuals with knowledge of the student and types of AT to meet identified needs:
    - Schools
    - Fee-based organizations
    - Outside consultants

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## Slide 50: Assistive Technology Assessment

### PRESENTER NOTES

An assistive technology evaluation is different from a disability evaluation. The AT evaluation may be needed in addition to the disability evaluation that is required for the child to receive special education services. A formal assistive technology evaluation is used to determine whether a child could benefit from the use of assistive technology devices. If an assistive technology evaluation is needed, it follows the same IFSP/IEP evaluation timetables. According to the federal IDEA law, for children ages birth

to 3, the team has 45 calendar days to complete the evaluation, meet, and write the IFSP. For children ages 3 to 21, the team has 30 school days from the date of signing consent to completion of the assessment. The AT assessment is usually conducted by school personnel who have expertise with assistive technology and should be done in the child's customary environment. It is possible that much of the information for the assistive technology assessment can be taken from general assessment and intervention information already available.

Many schools, districts, or co-ops have assistive technology specialists or teams with skills and knowledge to assist the IFSP/IEP team in conducting an appropriate evaluation. Schools are generally the first resource in providing AT evaluations. If schools do not have the resources, there are fee-based, comprehensive, formal AT assessments offered elsewhere, and outside consultants with expertise in assistive technology are sometimes called in to conduct an evaluation.

## Slide 51: Assistive Technology Assessment is Needed...

### An AT Assessment is Needed...

- When the parent or student (if older than 18) requests an evaluation in writing
- If the team cannot identify devices or strategies to help the student meet educational goals
- If equipment trials are inconclusive

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#### PRESENTER NOTES

An evaluation for assistive technology can be requested at any time by a parent or a student older than the age of 18. It should be put into writing by the parent or student, and presented to the school. A formal assistive technology assessment is useful when the IFSP or IEP team has not identified appropriate and useful assistive technology tools that may help the child or student meet their IFSP family outcomes, or IEP goals and objectives. It is the school's responsibility to provide and pay for this AT evaluation.

## Slide 52: Funding Assistive Technology

### Funding Assistive Technology

- Who pays for AT?
  - Schools
  - Third-party billing
- How do families acquire needed AT and other useful technology?
  - Schools
  - AT reuse programs
  - Micro loans
  - Do-it-yourself (DIY)
  - Long-term loan programs
  - Crowdfunding

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#### PRESENTER NOTES

A common question in this process is, "Who pays for the assistive technology?" **Schools are required to provide evaluations and assistive technology devices and services included in the IFSP and IEP.** If an assistive technology device is included in the IFSP or IEP, the school is **legally obligated** to purchase it. If the team has performed its due diligence and identified a device to meet the needs of a child, they need to write it into the IFSP or IEP. If the school pays for the device, it owns the device. If any part of the device is paid for by the parent

or their insurance company, the family owns the device. Another question is "Where can schools and families go to acquire identified AT, or AT that is not listed as a need?" More about funding options will be discussed in another training, but here are some options that schools and families could explore:

**AT reuse** is the concept of giving life to assistive technology after it is no longer needed by the person for whom it was originally purchased. Schools generally don't have an official reuse program, but they do reassign assistive technology to other students when it is no longer needed.

**Micro loans** are small loans that some agencies provide when other funding options are not available. These are generally in small amounts and with low interest rates.

**Do-it-yourself**, or DIY, is the concept of making things that are similar to items that can be purchased. They can often be made for a fraction of the cost.

**Long-term loan programs** are similar to technology lending libraries, but also loan equipment with an extended or open-ended due date.

**Crowdfunding** is the concept of using web-based tools to tap into social networks and interested audiences to raise the funds needed to purchase the technology.



## Slide 53: District AT Policies and Procedures

### District AT Policies and Procedures

- TIKES consideration tools were developed based on best practices
- Check with your district administrators about AT policies and procedures
  - Avoid yes/no check boxes
  - Advocate for AT policies if there are none
  - Include IDEA law on AT in your policies

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have AT policies yet, advocate to have these created. TIKES has developed a series of handouts specifically to support school administrators on AT policy.

## Slide 54: Closing Thoughts

### Closing Thoughts

Considering AT is a requirement for every student with an IFSP or IEP.

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#### PRESENTER NOTES

The TIKES materials were all developed from evidence-based practices and research, and in accordance with AT laws and guidance in IDEA and from the Federal Office of Special Education Programs (OSEP). The primary goal of the TIKES team in developing these materials is to provide you with clear guidance on how to best consider, implement, and document the use of AT. It is also important to be aware of your district's specific AT policies and procedures. If you don't know your district's policies, ask! If your district doesn't

Considering AT is a legal requirement for every student with an IFSP or IEP.

The IEP team must... (v) consider whether the child needs assistive technology devices and services.

[Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(A)(i), 1414(d)(3), (4)(B), and (7); and 1414(e)]

Early intervention services include... (xiii) assistive technology services and assistive technology devices.

[Authority: 20 U.S.C. 1400 et seq]


## Slide 55: Closing Thoughts

### PRESENTER NOTES

It is important to consider assistive technology and to document your consideration. Write it down. Others will not know you have gone through the process of consideration unless you document it in the child's IFSP or IEP.

### Closing Thoughts

It is important to consider assistive technology and to document your consideration.



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## Slide 56: Questions

### PRESENTER NOTES

Thank you for letting us share this very important topic with you. Please take a minute to complete the TIKES workshop evaluation. We appreciate your feedback and comments very much.

### Questions?



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## Slide 57: Contact Information

### Contact Information

Technology to Improve Kids'  
Educational Success (TIKES)

PACER.org/STC/TIKES

952-838-9000

Funded by the U.S. Department of Education,  
Office of Special Education Programs (OSEP)

TIKES is a project of  
PACER Center

PACER.org | 952-838-9000 | 888-248-0822



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#### PRESENTER NOTES

For information about this or other training materials available through the TIKES Project, please use the above contact information.

### Funding Statement

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## Slide 58: Funding Statement

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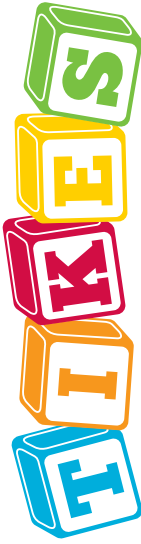
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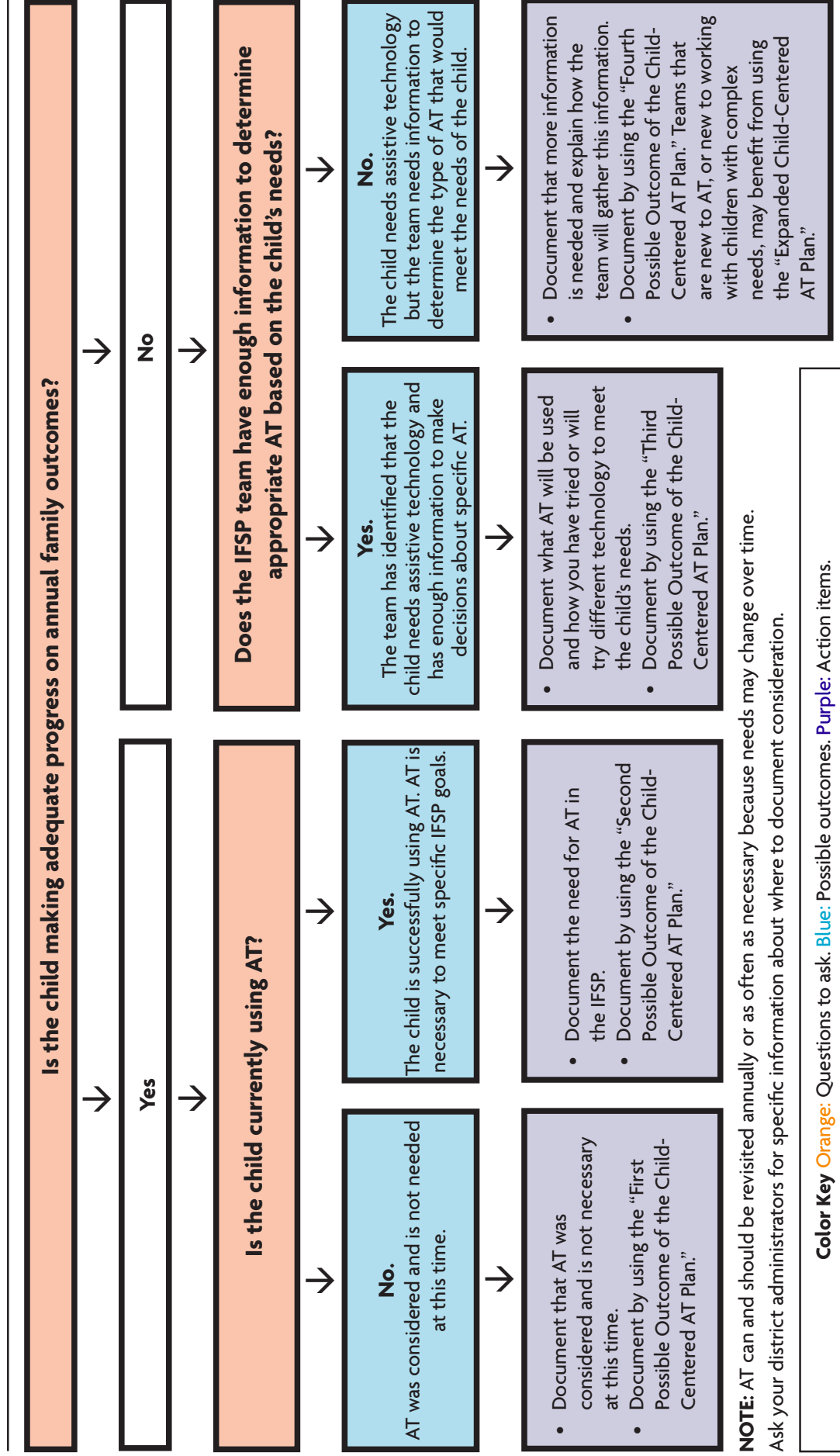
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# Assistive Technology (AT) Consideration Flowchart (IFSP)



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# Assistive Technology (AT) Consideration Flowchart (IEP)

Is the student making adequate progress on annual goals, in the general education curriculum, and participating in the least restrictive environment?



Yes

No



Is the student currently using AT?



**No.**  
AT was considered and is not needed at this time.

**Yes.**  
The student is successfully using AT.

**Yes.**  
The team has identified that the student needs assistive technology and has enough information to make decisions about specific AT.

**No.**  
The student needs assistive technology but the team needs information to determine the type of AT that would meet the needs of the student.



- Document that AT was considered and is not necessary at this time.
- Document by using the "First Possible Outcome of the Child-Centered AT Plan."

- Document the need for AT in the IEP.
- Document by using the "Second Possible Outcome of the Child-Centered AT Plan."

- Document what AT will be used and how you have tried or will try different technology to meet the student's needs.
- Document by using the "Third Possible Outcome of the Child-Centered AT Plan."

- Document that more information is needed and explain how the team will gather this information.
- Document by using the "Fourth Possible Outcome of the Child-Centered AT Plan." Teams that are new to AT, or new to working with students with complex needs, may benefit from using the "Expanded Child-Centered AT Plan."

**NOTE:** AT can and should be revisited annually or as often as necessary because needs may change over time.

Ask your district administrators for specific information about where to document consideration. This is often documented in the modification section of an IEP.

**Color Key** Orange: Questions to ask. Blue: Possible outcomes. Purple: Action items.

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# Child-Centered Assistive Technology (AT) Plan (IFSP)

Child: \_\_\_\_\_ Parent(s)/Guardian(s): \_\_\_\_\_

Service Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Consideration of assistive technology (AT) is the process in which the child's Individual Family Service Plan (IFSP) team discusses the need for assistive technology in the context of daily routines and activities. As the team thinks about the child, his or her strengths, and his or her needs, use this two-page plan to document one of four possible outcomes when discussing assistive technology. **Note: You only need to select one outcome.**

Child's Strengths:

---

---

Child's Needs:

---

---

## 1. Including AT — First Possible Outcome: AT was considered and is not needed at this time.

Write below how current supports or adaptations are meeting the needs of the child in his or her family's everyday routines, activities, and locations.

---

---

Write something like the following in the IFSP, either in the designated section or other appropriate place such as "What is already happening":

- The team has discussed the child's needs and determined that he or she does not need assistive technology because \_\_\_\_\_ (fill in how current supports or adaptations are meeting the needs of the child in his or her family's everyday routines, activities, and places.)

## 2. Including AT — Second Possible Outcome: The child is successfully using assistive technology. AT is necessary to meet specific IFSP goals.

The child is successfully using AT. Document how the child is currently using AT in the home or early intervention setting.

---

---

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as "What is already happening":

- The child is currently using AT. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes. (Briefly point to the Child and Family Outcomes where AT will help.)

---

---

**3. Including AT — Third Possible Outcome: The team has determined that the child needs assistive technology and has enough information to make decisions about specific AT.**

The child is not yet using AT and the team has determined that the child needs AT. Write how you have tried or will try different technology to meet the child’s needs.

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as “What will happen”:

- The team has discussed the child’s needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes. (Briefly point to the Child and Family Outcomes where AT will help.)

**4. Including AT — Fourth Possible Outcome: The child needs assistive technology but the team needs information to determine the type of AT that would meet the needs of the child.**

Document the different technology you would like to try, or how you will gather the information you need to make an informed decision about assistive technology and how it may help this child.

*\*For this option you may want to utilize the TIKES’ “Expanded Child-Centered AT Plan (IFSP)” for more detailed support of the AT Consideration Process.*

**Routines or activities in which the child is experiencing difficulty completing or meeting IFSP outcomes:**

- |   |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Bathtime                 | <input type="checkbox"/> Diapering/Toileting   | <input type="checkbox"/> Mealtime               | <input type="checkbox"/> Sleeping Routines    |
| <input type="checkbox"/> Bedtime                  | <input type="checkbox"/> Dressing/Undressing   | <input type="checkbox"/> Orientation & Mobility | <input type="checkbox"/> Vision               |
| <input type="checkbox"/> Communication            | <input type="checkbox"/> Early Literacy        | <input type="checkbox"/> Play                   | <input type="checkbox"/> Other Area(s): _____ |
| <input type="checkbox"/> Community Activities     | <input type="checkbox"/> Environmental Control | <input type="checkbox"/> Seating & Positioning  |   |
| <input type="checkbox"/> Computer & Tablet Access | <input type="checkbox"/> Hearing               | <input type="checkbox"/> Sensory                |   |

| Environment(s) | Daily Routine or Activity | Tools to Consider |
|----------------|---------------------------|-------------------|
|                |                           |                   |
|                |                           |                   |

Write something like the following statement into the IFSP, either in the designated section or other appropriate place such as “What will happen”:

- The team has discussed the child’s needs and determined that we need more information. The team will try different technology to determine what will best meet the child’s needs. We will try (list the features of the AT you think will benefit the child) and meet again with more information. (Document the amount of time you will need to try the technology and when you will meet to discuss it. Also assign roles so there is clear communication about responsibilities.)

**Action Items:**

Date and check when you have completed the following:

- Date need for AT was documented in the IFSP: \_\_\_\_\_
- Information written in the IFSP is consistent with our AT decision. (For example, a visual strategy, a common early intervention AT, is appropriately identified as assistive technology throughout document.)

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# Child-Centered Assistive Technology (AT) Plan (IEP)

Child: \_\_\_\_\_ Parent(s)/Guardian(s): \_\_\_\_\_

Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

Consideration of assistive technology (AT) is the process in which the child's Individualized Education Program (IEP) team discusses the need for AT. As the team thinks about the child, his or her strengths, and his or her needs, use this two-page plan to document one of four possible outcomes when discussing assistive technology. **Note: You only need to select one outcome.**

Child's Strengths:

---

---

Child's Needs:

---

---

## 1. Including AT — First Possible Outcome: AT was considered and is not needed at this time.

Write below how current accommodations and modifications are meeting the needs of the child.

---

---

---

Write something like the following in the IEP, either in the designated section or other appropriate place such as accommodations and modifications:

- The team has discussed the child's needs and determined that he or she does not need assistive technology because \_\_\_\_\_ (fill in how current accommodations and modifications are meeting his or her needs.)

## 2. Including AT — Second Possible Outcome: The child is successfully using assistive technology. AT is necessary to meet specific IEP goals.

The child is successfully using AT. Document how the child is currently using AT in his or her educational environment.

---

---

---

Write something like the following statement into the IEP, either in the designated section or other appropriate place such as accommodations and modifications:

- The child is currently using AT. He or she will use assistive technology to help him or her reach the following IEP goals and objectives. (Briefly point to the goals and objectives where assistive technology will help.)

**3. Including AT— Third Possible Outcome: The team has determined that the child needs assistive technology and has enough information to make decisions about specific AT.**

The child is not yet using AT and the team has determined that the child needs AT. Write how you have tried or will try different technology to meet the child's needs.

Write something like the following statement into the IEP, either in the designated section or other appropriate place such as "Accommodations and Modifications":

- The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goals and objectives. (Briefly point to the goals and objectives where assistive technology will help.)

**4. Including AT — Fourth Possible Outcome: The child needs assistive technology but the team needs information to determine the type of AT that would meet the needs of the child.**

Document the different technology you would like to try or how you will gather the information you need to make an informed decision about assistive technology and how it may help this child.

*\*For this option you may want to utilize the TIKES' "Expanded Child-Centered AT Plan (IEP)" for more detailed support of the AT consideration process*

**Area(s) in which the student is experiencing difficulty completing educational activities or meeting goals:**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Activities of Daily Living | <input type="checkbox"/> Early Literacy        | <input type="checkbox"/> Mechanics of Writing           | <input type="checkbox"/> Seating & Positioning |
| <input type="checkbox"/> Cognitive                  | <input type="checkbox"/> Early Math Concepts   | <input type="checkbox"/> Orientation & Mobility         | <input type="checkbox"/> Sensory               |
| <input type="checkbox"/> Communication              | <input type="checkbox"/> Environmental Control | <input type="checkbox"/> Play                           | <input type="checkbox"/> Vision                |
| <input type="checkbox"/> Computer & Tablet Access   | <input type="checkbox"/> Focus/Attention       | <input type="checkbox"/> Recreation/Leisure Functioning | <input type="checkbox"/> Other Area(s): _____  |
|   | <input type="checkbox"/> Hearing               |   |  |

| Environment(s) | Educational Activity | Tools to Consider |
|----------------|----------------------|-------------------|
|                |                      |                   |
|                |                      |                   |

Write something like the following statement in the IEP, either in the designated section or other appropriate place such as "accommodations and modifications":

- The team has discussed the child's needs and determined that we need more information. The team will try different technology to determine what will best meet the child's needs. We will try (list the features of the devices you think will benefit the child) and meet again with more information. (Document the amount of time you will need to try the technology and when you will meet to discuss it. Also assign roles so there is clear communication about responsibilities.)

**Action Items:**

Date and check when you have completed the following:

- Date need for AT was documented in the IEP: \_\_\_\_\_
- Information written in the IEP is consistent with our AT decision. (For example, a visual strategy, a common early childhood AT, is appropriately identified as assistive technology throughout document.)

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# Expanded Child-Centered Assistive Technology (AT) Plan (IFSP)

Child: \_\_\_\_\_ Parent(s)/Guardian(s): \_\_\_\_\_

Service Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

## Current Assistive Technology Use

Document what assistive technology is currently being used. Consider if the assistive technology being used is meeting the current needs of the child or if a different AT solution will allow the child better access to his or her environment(s).

| Assistive Technology | What need is being met? | Are needs being met successfully?* | Documented in IFSP? (Yes/No) |
|----------------------|-------------------------|------------------------------------|------------------------------|
|                      |                         |                                    |                              |
|                      |                         |                                    |                              |
|                      |                         |                                    |                              |

## Areas of Need

Consider the routines and activities the child participates in on a daily basis. Is the child able to participate independently or does the child need assistance? Describe what that support looks like. As we identify what routines and activities the child may need help with, and the environments the routines occur in, the team can begin to identify and match assistive technology to the need.

Based on the information gathered by considering the child’s current needs, think about what you want the child to be able to do (“Desired Outcome”). Remember to discuss how you will measure progress toward the desired outcome. Then identify some specific features of assistive technology support you may want to try with the child.

*\*If current AT options are not meeting the child’s needs, use this space to document new/updated AT solutions to try.*

| Activity | Environment | Level of Current Support | Desired Outcome | Features of Tool(s) to Try |
|----------|-------------|--------------------------|-----------------|----------------------------|
|          |             |                          |                 |                            |
|          |             |                          |                 |                            |
|          |             |                          |                 |                            |

## Trying Assistive Technology

Document what assistive technology is to be tested or tried with the child. Use the “Features of Tools to Try” on the previous page to guide your decisions. Document the start and end dates. Consider what progress measurement you will use to determine a successful outcome for the AT you are trying. Document the child’s performance results for each device tried throughout the process. Also document this in the child’s IFSP.

| Device | Environment | Start Date | End Date | Progress Measurement | Child Performance Results | Documented in IFSP? (Yes/No) |
|--------|-------------|------------|----------|----------------------|---------------------------|------------------------------|
|        |             |            |          |                      |                           |                              |
|        |             |            |          |                      |                           |                              |
|        |             |            |          |                      |                           |                              |

## Training

If any training is required, document who is responsible for doing or coordinating the training, who needs to attend the training (including parents, related service providers, general education staff, daycare providers, and paraprofessionals), and on what date(s).

| Device | Training Plan (topic, attendees, location, etc.) | Trainer | Date for Training(s) |
|--------|--|---------|----------------------|
|        |  |         |                      |
|        |  |         |                      |
|        |  |         |                      |

## Set-up and Maintenance

Discuss and document the plan for setting up and maintaining the assistive technology, including making copies, charging, or updating.

| Device | Initial Set-up Needed | Person Responsible | Regular Maintenance Needed | Person Responsible |
|--------|-----------------------|--------------------|----------------------------|--------------------|
|        |                       |                    |                            |                    |
|        |                       |                    |                            |                    |
|        |                       |                    |                            |                    |

## Back-up Plan

If the technology breaks down, who will fix it or take responsibility for having it fixed? Identify what the child will use in place of the technology while it is being repaired or replaced.

| Device | Back-up Plan for Area of Need | Person Responsible |
|--------|-------------------------------|--------------------|
|        |                               |                    |
|        |                               |                    |
|        |                               |                    |

## AT Roles

Use this space to document each team member's role based on the "Training," "Set-up and Maintenance," and "Back-up Plan" sections, as well as any additional roles needed to help identify appropriate technology. Be sure to specify who will be responsible for training, set-up, maintenance, and back-up for each technology you are planning to try.

| Name | IFSP Team Role | Role for AT Implementation |
|------|----------------|----------------------------|
|      |                |                            |
|      |                |                            |
|      |                |                            |

## Documenting the AT Decisions

*The team has identified that the child needs assistive technology and now has enough information to make decisions about specific AT.*

Write something like the following statement into the IFSP, either in the designated section or other appropriate place, such as "What will happen":

- The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IFSP Child and Family Outcomes. (Briefly point to the goals and objectives where assistive technology will help.)

## Action Items:

Date and check when you have completed the following:

- Date need for AT was documented in the IFSP: \_\_\_\_\_
- Information written in the IFSP is consistent with our AT decision. (For example, a visual strategy, a common early intervention AT, is appropriately identified as assistive technology throughout document.)

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# Expanded Child-Centered Assistive Technology (AT) Plan (IEP)

Child: \_\_\_\_\_ Parent(s)/Guardian(s): \_\_\_\_\_

Case Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## Current Assistive Technology Use

Document what assistive technology is currently being used. Consider if the assistive technology being used is meeting the current needs of the student or if a different AT solution will allow the student to better access his or her environment.

| Assistive Technology | What need is being met? | Are needs being met successfully?* | Documented in IEP? (Yes/No) |
|----------------------|-------------------------|------------------------------------|-----------------------------|
|                      |                         |                                    |                             |
|                      |                         |                                    |                             |
|                      |                         |                                    |                             |

## Areas of Need

Consider the educational activities the student participates in on a daily basis. Is the student able to participate independently or does the student need assistance? Describe what that support looks like. As we identify what educational activities the student may need help with, and the environments these activities occur in, the team can begin to identify and match assistive technology to the need.

Based on the information gathered by considering the student's current needs, think about what you want the student to be able to do (desired outcome). Remember to discuss how you will measure progress toward the desired outcome. Then identify some specific features of assistive technology support you may want to try with the student.

*\*If current AT options are not meeting the child's needs, use this space to document new/updated AT solutions to try.*

| Educational Activity | Environment | Level of Current Support | Desired Outcome | Features of Tool(s) to Try |
|----------------------|-------------|--------------------------|-----------------|----------------------------|
|                      |             |                          |                 |                            |
|                      |             |                          |                 |                            |
|                      |             |                          |                 |                            |

## Trying Assistive Technology

Document what assistive technology is to be tested or tried with the student. Use the “Features of Tools to Try” on the previous page to guide your decisions. Document the start and end dates. Consider what progress measurement you will use to determine a successful outcome for the AT you are trying. Document the student’s performance results for each device tried throughout the process. Also document this in the student’s IEP.

| Device | Environment | Start Date | End Date | Progress Measurement | Child Performance Results | Documented in IEP? (Yes/No) |
|--------|-------------|------------|----------|----------------------|---------------------------|-----------------------------|
|        |             |            |          |                      |                           |                             |
|        |             |            |          |                      |                           |                             |
|        |             |            |          |                      |                           |                             |

## Training

If any training is required, document who is responsible for doing or coordinating the training, who needs to attend the training (including parents, related service providers, general education staff, and paraprofessionals), and on what date(s).

| Device | Training Plan (topic, attendees, location, etc.) | Trainer | Date for Training(s) |
|--------|--|---------|----------------------|
|        |  |         |                      |
|        |  |         |                      |
|        |  |         |                      |

## Set-up and Maintenance

Discuss and document the plan for setting up and maintaining the assistive technology, including making copies, charging, or updating.

| Device | Initial Set-up Needed | Person Responsible | Regular Maintenance Needed | Person Responsible |
|--------|-----------------------|--------------------|----------------------------|--------------------|
|        |                       |                    |                            |                    |
|        |                       |                    |                            |                    |
|        |                       |                    |                            |                    |

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## Back-up Plan

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If the technology breaks down, who will fix it or take responsibility for having it fixed? Identify what the student will use in place of the technology while it is being repaired or replaced.

| Device | Back-up Plan for Area of Need | Person Responsible |
|--------|-------------------------------|--------------------|
|        |                               |                    |
|        |                               |                    |
|        |                               |                    |

## AT Roles

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Use this space to document each team member's role based on the "Training," "Set-up and Maintenance," and "Back-up Plan" sections, as well as any additional roles needed to help identify appropriate assistive technology. Be sure to specify who will be responsible for training, set-up, maintenance, and back-up for each technology you are planning to try.

| Name | IEP Team Role | Role for AT Implementation |
|------|---------------|----------------------------|
|      |               |                            |
|      |               |                            |
|      |               |                            |

## Documenting the AT Decisions

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*The team has identified that the child needs assistive technology and now has enough information to make decisions about specific AT.*

Write something like the following statement into the IEP, either in the designated section or other appropriate place such as "accommodations and modifications":

- The team has discussed the child's needs and determined that he or she does need assistive technology. He or she will use assistive technology to help him or her reach the following IEP goals and objectives. (Briefly point to the goals and objectives where assistive technology will help.)

## Action Items:

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Date and check when you have completed the following:

- Date need for AT was documented in the IEP: \_\_\_\_\_
- Information written in the IEP is consistent with our AT decision. (For example, a visual strategy, a common early childhood AT, is appropriately identified as assistive technology throughout document.)

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# TIKES Workshop Evaluation: Parents

**We'd appreciate your feedback on this workshop.**

1. Are you a (Please check all that apply):

- Parent       Surrogate/foster parent       Grandparent       Other relative/guardian  
 Other (please specify) \_\_\_\_\_

2. What school district are you part of?

- ISD#271 Bloomington       ISD#196 Rosemount-Eagan-Apple Valley  
 ISD#11 Anoka-Hennepin       Other (please specify) \_\_\_\_\_

3. Are you a participant in the TIKES project?       Yes       No

4. Parents and guardians, does your child have a: (please check all that apply)

- Individual Family Service Plan (IFSP, birth to 3)  
 Individualized Education Program (IEP, 3 to 5)  
 I don't know

5. Does your child have a child-specific AT plan in place?       Yes       No

6. Parents and guardians, what is your child's age? \_\_\_\_\_

7. On the whole, how would you rate this event?

- Poor       Fair       Good       Very Good       Excellent

8. Have you learned anything new at this workshop?       Yes       No

I found these topics most worthwhile: \_\_\_\_\_  
\_\_\_\_\_

9. I have gained awareness of the vast variety of AT options and features as a result of this training.

- |                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

10. I have gained knowledge of AT, evaluating appropriateness, strategies, and use of AT as a result of this training.

- |                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

**11. This training was of high quality.**

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

**12. This training was highly relevant.**

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

**13. This training was highly useful.**

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

**14. What suggestions do you have for improving this workshop?** \_\_\_\_\_

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**15. Other comments:** \_\_\_\_\_

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Today's date: \_\_\_\_\_ Location of Workshop: \_\_\_\_\_

## TIKES Workshop Evaluation: Providers

We'd appreciate your feedback on this workshop.

1. Are you a (Please check all that apply):

- Part C (birth to 3) Educator       Part B (3 to 5) Educator       Administrator       Paraprofessional  
 Related Service Provider (OT, PT, SLP, etc.)  
 Other (please specify) \_\_\_\_\_

2. What school district are you part of?

- ISD#271 Bloomington       ISD#196 Rosemount-Eagan-Apple Valley  
 ISD#11 Anoka-Hennepin       Other (please specify) \_\_\_\_\_

3. Are you a participant in the TIKES project?       Yes       No

4. On the whole, how would you rate this event?

- Poor       Fair       Good       Very Good       Excellent

5. Have you learned anything new at this workshop?       Yes       No

I found these topics most worthwhile: \_\_\_\_\_  
\_\_\_\_\_

6. I have gained awareness of the vast variety of AT options and features as a result of this training.

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

7. I have gained knowledge of AT, evaluating appropriateness, strategies, and use of AT as a result of this training.

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

8. This training was of high quality.

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

9. This training was highly relevant.

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

10. This training was highly useful.

|                     |            |                     |                  |         |                  |
|---------------------|------------|---------------------|------------------|---------|------------------|
| I strongly disagree | I disagree | I somewhat disagree | I somewhat agree | I agree | I strongly agree |
| 1                   | 2          | 3                   | 4                | 5       | 6                |

11. What suggestions do you have for improving this workshop? \_\_\_\_\_

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12. Other comments: \_\_\_\_\_

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