



Ann Arbor Public Schools
 STUDENT INTERVENTION & SUPPORT SERVICES
 2555 South State Street
 Ann Arbor, Michigan 48104-6148
 Telephone & TDD (734) 994-2318
 Voice Mail Boxes 994-8292, Fax 994-1826

ASSISTIVE TECHNOLOGY DECISION-MAKING PROCESS

Name: Last	Doe	First	Jane	Middle	Marie	
Attending Building:	zOrphaned Records		Birth Date:	03/06/1999	Grade:	02
Gender:	F	Student ID:			Telephone:	555-6666
Address:			City:		State:	
Person Making Referral:			Eligibility:	Visual Impairment R340.1708		
Date of Last IEP Meeting:			Date of AT Meeting:	10/23/2007		

PART 1: BEGINNING THE PROCESS

Team members: Please identify all team members involved with this student. Check those Present for AT meeting:

<input type="checkbox"/> Case Manager	
<input type="checkbox"/> Parent/Guardian	
<input type="checkbox"/> General Ed. Teacher	
<input type="checkbox"/> Teacher Consultant	
<input type="checkbox"/> Teacher Assistant	
<input type="checkbox"/> OT	
<input type="checkbox"/> PT	
<input checked="" type="checkbox"/> SLP	
<input type="checkbox"/> Psychologist	
<input type="checkbox"/> Social Worker	
<input type="checkbox"/> Administrator	
<input type="checkbox"/> AT Consultant	
<input type="checkbox"/> Others	

Relevant Medical/Physical/Behavioral Considerations:

This box will contain a brief description of relevant medical, physical, or behavior considerations that would impact the specific referral question to be written below. There may not be any. Statements should be clear and concise. Expanded comments might be share in the present level of functioning section in page 2.

Referral Question: What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option?

This question should be concise and specific as to what major challenge the student faces. The more specific the better the AT response. It is recommended to tackle one issue/challenge at a time.

Based on the referral question, select areas of concern and check all areas that apply.

<input type="checkbox"/> Motor Aspects of Writing	<input type="checkbox"/> Recreation and Leisure
<input type="checkbox"/> Fine Motor Related to Keyboarding, Computer, or Device Access	<input type="checkbox"/> Seating and Position
<input type="checkbox"/> Composing Written Material	<input type="checkbox"/> Mobility
<input type="checkbox"/> Communicating	<input type="checkbox"/> Vision
<input type="checkbox"/> Reading	<input type="checkbox"/> Hearing
<input type="checkbox"/> Learning, Studying, or Organizing	<input type="checkbox"/> Environmental
<input type="checkbox"/> Math	<input type="checkbox"/> Other: _____

Last Name: Doe	First: Jane	Middle: Marie	Date: 10/23/2007
Birth Date: 03/06/1999	Gender: F	Grade: 02	Student ID:

PART 2: PROBLEM IDENTIFICATION AND INTERVENTION PLANNING

What specific parts of this task are difficult for the student?

Describe the specific areas of difficulty and special needs of the student

What is the student's present level of functioning regarding this task?

Describe the student's current abilities, skills, and strengths related to the problem area.

Environmental Considerations:

What are the environments in which the student participates?
 What equipment and materials are currently available?
 What supports and instructional arrangements are available?

What are the task-specific outcomes for the student, and what data is needed to demonstrate achievement?

Transcribe the priority task and outcomes from Form 2 "Tasks".
 This should be a team consensus.
 Consider the expected activities and tasks for peers and for the particular student based on IEP goals.
 Consider access to and success in the general curriculum.
 What are the critical elements of performance expected of the student?
 Define the outcome carefully; does it match your referral question?
 Think about how you will measure performance.

What has already been tried? What was the outcome?

What tools is the student already using, and what is the level of independence- what support is needed.
 Describe relevant case history.

Brainstorm possible solutions for the priority outcomes:

What tools and strategies should be considered to address the priority outcomes.
 Do the solutions directly relate to the referral question?
 If you're not sure what tools are out there, check with your AT rep or other resources.
 Use the brainstorming tools "AT Checklists" available in the WISD AT Guidebook.
<http://www.wash.k12.mi.us/students/ATServices.cfm> or WISD Online Catalog / Digital Resources at
<http://media2.wash.k12.mi.us/>
 Consider using information and resources available from MITS, <http://www.cenmi.org/mits/>, or the MITS
 lending library at <http://www.cenmi.org/mits/equipmentlibrary.asp>

Adapted from WATI Assessment Package (2004) and SETT. Joy Zabala. (1994)

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Last Name: Doe	First: Jane	Middle: Marie	Date: 10/23/2007
Birth Date: 03/06/1999	Gender: F	Grade: 02	Student ID:

PART 3: TRIAL AND FOLLOW-UP PLAN

What AT will be tried?

Specifically describe the tools and strategies you want to try first.

How will the AT be integrated into instruction?

Specifically describe how, when, where, and during which tasks the student will use the AT.
A tool might only be used during science class or at lunchtime, for writing tasks, at work after 2:00 when student is fatigued, etc.

How will the team 1) acquire the AT and 2) provide training?

Describe if you will need to buy, borrow, or use already available AT.
Don't forget to plan for training- both for yourself, staff, as well as the student and parents.

Define trial assignments and data to be collected:

A data collection plan will allow you to document whether the AT you selected is effective in meeting the student's need. This is will be especially helpful if you must request funding.

Who will acquire the AT, provide data and collect data?

Be specific as to who will be doing what and when.
Accountability helps the plan become a reality.
Don't forget to designate a person to keep the ATDMP forms up- to -date and to keep the team informed.

Trial Dates and Next Steps:

Set timelines for obtaining equipment, for how long you'll try a tool, for when trainings will occur, etc.
Be sure to set a follow-up meeting date

Trial Outcomes?

After you have tried AT, you will gather and review your data to decide whether the AT solution is helping the student meet the task specific outcome/goal.
Often, the team will need to make adjustments to the plan, discarding some tools, trying other ideas from Page 2 "Tools", brainstorming new ideas, adjusting the goals, make plans for obtaining funding, etc.

Next Steps:

Plan for transitions to avoid abandonment of successful AT. Plan to share the ATDMP forms with new staff or next years team.
Consider training the student to self advocate and become responsible for their successful AT.

Adapted from WATI Assessment Package (2004) and SETT, Joy Zabala, (1994)

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ADDITIONAL NOTES

Notes Page(s): **Assistive Technology Follow Up**

Name of child (Last, First, MI.)	Date of birth	Grade	Student ID	School
Doe Jane M	03/06/1999	02		zOrphaned Records

Meeting Date:

Topics in Additional Notes pages may include:

- Progress and monitoring of AT trials
- Transition planning for successful continuation of AT usage.
- Other pertinent information not found in previous pages.

Additional Notes Page

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