

Wisconsin Assistive Technology Initiative

Student Information Guide for Self Determination and Assistive Technology Management

Name: _____ Date: _____

Assistive Technology Currently Being Used: _____

(Complete a separate checklist for each type of assistive technology, especially if student has varying skill levels associated with specific assistive technology.)

With
Skill Demonstration: Never Assistance Independent N/A

PROBLEM SOLVING SKILLS

Student is able to:
understand and explain strengths and weaknesses
differentiate wants and needs
make choices
consider multiple options and consequences
identify and contact resources such as social services, consultants and therapists
understand legal rights and how and when to obtain those rights
persevere when others don't follow through

COMMUNICATION SKILLS

Student is able to:
initiate communication
request clarification and information
ask for assistance (when, where, who, and what to say)
communicate clear messages
explain the disability, and needed accommodations
check for listener's understanding
successfully repair communication breakdowns
access and use phone
access and use internet/written communication

With
Skill Demonstration: Never Assistance Independent N/A

AT DEVICE SPECIFIC SKILLS

Student is able to:
set up the AT hardware or software
tell another how to set up the AT
identify environmental accommodations needed to use the device
turn on/off options as needed
program the device and back up, if needed
request new features, set ups, options, messages, etc.
determine when usage of AT is not appropriate or needed
determine when different AT may be needed
obtain supplies needed for AT device (batteries, tapes, etc...)
utilize low tech/no tech back up for AT

AT MANAGEMENT SKILLS

Student is able to:
recognize when AT is malfunctioning
trouble shoot simple problems
identify sources of technical assistance/repair
contact sources of technical assistance/repair
ship/take AT to source of repair
identify sources of funding for repair
apply for/request funding assistance
request/obtain back up for AT during repair
access and use emergency backup plan when device is not available

GOAL SETTING SKILLS:

Student is able to:
set realistic goals for himself/herself in general
set realistic goals for use of assistive technology
follow through on goals when set
monitor progress toward goal(s)
reflect on and evaluate progress toward goal(s)
lead a discussion about goals
