UKAT Toolkit:  
A Functional Approach to Assistive Technology

Toolkit Overview

University of Kentucky  
Assistive Technology Project  
Department of Special Education and Rehabilitation Counseling

A Collaborative Research Project with Kentucky Public Schools  
Funded by:

IDEAs that Work  
U.S. Office of Special Education Programs
The University of Kentucky Assistive Technology (UKAT) Toolkit is a series of tools developed to guide professionals through the AT service delivery process. Beginning with consideration and continuing through ongoing assessment and monitoring.

The Toolkit is the result of 6 years of research and collaboration between the University of Kentucky and Kentucky Public Schools.
The UKAT Toolkit: **Table of Contents**

- Foundation
- Consideration
- Pre-Assessment Profile
- Assessment Data Collection
- Assessment Report Outline
- Trial Implementation
- AT Implementation
- Knowledge & Skills Survey
The UKAT Toolkit: Foundation

The underlying foundation of the Toolkit is the Human Function Model (Melichar & Blackhurst, 1993).
The UKAT Toolkit: **Foundation**

The Human Function Model (HFM) is one model that is used in the delivery of AT services. The HFM serves as a framework for AT decision-making.

In the Functional Model demands implicated by the environment and context are placed on the individual. These demands directly affect basic human functioning. Through the consideration of personal resources, external supports, and personal perceptions options are explored which elicit a functional response to the demand.

For more information on the Human Function Model click on the link below:

[Human Function Model]
The UKAT Toolkit: Foundation

Assistive Technology (AT): AT is defined in federal legislation. AT encompasses a continuum of technology ranging from no technology to high, sophisticated technology.

Click on the link below to view more information and videos of the AT continuum. This presentation illustrates the relationship between assistive technologies and the Human Function Model.

Introduction to Assistive Technology
The UKAT Toolkit: **Tools**

The UKAT Toolkit includes seven tools:

1. **Consideration**
2. **Pre-Assessment Profile**
3. **Assessment Data Collection**
4. **Assessment Report Outline**
5. **Trial Implementation**
6. **AT Implementation**
7. **Knowledge & Skills Survey**
The UKAT Toolkit: Tools
The UKAT Toolkit: Tools

• A copy of each tool as well as instructional documentation is available in both Microsoft Word and PDF formats.

• These tools can be used electronically or a hard copy can be printed.

• For example the files will appear as: consideration.doc (Microsoft Word) consideration.pdf (Acrobat PDF)
# The UKAT Toolkit: Consideration

![The UKAT Toolkit: Consideration](image)

## Consideration Form

**University of Kentucky Assistive Technology (UKAT) Project**

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Contact Information (e.g., phone number &amp; email)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist (PT)</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist (OT)</td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathologist (SLP)</td>
<td></td>
</tr>
<tr>
<td>Adapted Physical Educator (APE)</td>
<td></td>
</tr>
<tr>
<td>School Psychologist (SP)</td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
</tr>
<tr>
<td>School Social Worker</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:**

**Grade:**

**Teacher:**

**School:**

**Date:**

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The UKAT Toolkit: Consideration

The Consideration tool:

- Preliminary tool for considering AT to meet a student’s needs
- Useful for documentation of mandated consideration of AT
- Used by the team for re-consideration at annual IEP meetings
- Student-centered guide for looking at all functional areas
The UKAT Toolkit: Pre-Assessment Profile

**UKAT Pre-Assessment Profile**

University of Kentucky Access Technology (UKAT) Project

<table>
<thead>
<tr>
<th>Student Name</th>
<th>College</th>
<th>Specialities</th>
</tr>
</thead>
</table>

**Personal Resources & Internal Supports**

Computer access, Internet, Communication, Reading, Mathematics, Biological Sciences, Health Sciences, Physical Sciences, Functional Assessment & Pre-Assessment.

**Behavior**

The student displays the following behaviors:

- **Inhalation:**
  - Reason: Temporary
  - Action: No equipment or apparatus used
  - Notes: Not necessary or appropriate setup
  - Frequency: Occurs at times
  - Comments: Suspected to result in sensory input.

**Additional Information**

- Additional comments on the student's behavior during testing:
  - Comment 1
  - Comment 2

**Behavioral Observations**

- Observation 1
- Observation 2

**Functional Assessment & Pre-Assessment**

- Additional functional assessment and pre-assessment notes and observations.

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**UKAT Toolkit: E.000**

School: University of Kentucky

Pre-Assessment Profile: p. 1 of 1
The Pre-Assessment Profile:

- Tool for gathering information on a student to assist the assessors in determining what areas they need to further assess
- Completed or updated after Consideration if determined necessary by the team
- An interdisciplinary team approach is recommended for completion of the tool
The UKAT Toolkit: **Assessment Planning & Data Collection**

### UK Assessment Planning & Data Collection

**University of Kentucky Assistive Technology (UKAT) Project**

**Student Name:**

**DPI #:**

**School:**

**Date:**

Please complete a new form for each demand.

**Environment(s), Context(s), & Demand**

(If part of a team, indicate:)

**Student Perception of Demand:**

- [ ] Observed
- [ ] Inferred
- [ ] Self

**Student Response to Demand:**

**Area of focus for demand:**

- [ ] Body Zona, Interaction, & Processing
- [ ] Social & Communication
- [ ] Environmental/Inclusion

**Assessment Procedures:**

<table>
<thead>
<tr>
<th>What Do We Need to Know (focus of the intervention)</th>
<th>What We Did (pros, training, changes, interventions, technologies, support)</th>
<th>What We Found (new ways to approach, additional information, improved performance)</th>
</tr>
</thead>
</table>

**Person Responsible:**

---

(If applicable, include additional notes or details related to the assessment and planning process.)
The UKAT Toolkit: **Assessment Planning & Data Collection**

The Assessment Planning & Data Collection tool:

- Guide for planning and conducting assistive technology assessments
- Tool for recording assessment data
- Completed by assessment team
The UKAT Toolkit: **Assessment Report Outline**

**Assessment Report Outline**

**UNIVERSITY OF NORTHERN ARIZONA TECHNOLOGY (K.U.A.T.) PROJECT**

- **Home**
- **Date of Report**
- **Report Title**
- **Location of Assessment**

- **Background** (provide necessary contextual information as appropriate)
  - Include any relevant historical or contextual information regarding the school whole of IT.

- **Recommendations**
  - Recommendations of the UKAT (how to address security issues)

- **Summary of Activities, Procedures & Results**

- **Assumptions**
  - Assumptions (e.g., external support, personnel perceptions)

- **Strategies and Non-Technology Adaptations**

- **Services and Functions of Selected Technologies Recommended for Trial**
  - Example of Potential Technology (incorporate relevant information & named tools)
  - Potential Services for Trial Equipment

- **Potential Sources for Testing**
  - Web sites (integrate recommendations, vendors, and services for trial adaptation. Site explanation of tools)

- **Assumptions**

- **Pre-Test**
  - Pre-test to receive a Copy of the Report

- **NEXT STEPS**
  - Develop link(s) with the installation, to include: devices and services, will be implemented based on the recommendations.
  - Assumes Test Implementation and confirmation of network infrastructure and technical support.

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**UKAT Toolkit, L.L.C.**

**School Security Officer**

**School Security Manager**

Dedicated to providing essential security services to your school community.
The Assessment Report Outline:

- Guideline for summarizing assessment data for sharing with other team members
- Consistent format for including the assessment results in the student’s school record
- Completed by the assessment team
# The UKAT Toolkit: Trial Implementation

## Trial Implementation

### University of Kentucky Assistive Technology (UKAT) Project

<table>
<thead>
<tr>
<th>Date</th>
<th>[Signature]</th>
</tr>
</thead>
</table>

#### Training

- **Who needs training:**

- **Who will deliver training:**

#### Equipment Management (Short term)

- **Becky Graf is responsible for setup, integration, & maintenance of equipment:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation</th>
<th>Responsible</th>
<th>Target</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Determine target audience for student</td>
<td>Beck GRAF, CHARTER/STAR Site Lead &amp; Program Director (P.O.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine trial period for implementation, including start &amp; end date</td>
<td>Beck GRAF, CHARTER/STAR Site Lead &amp; Program Director (P.O.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine how classroom will be modified</td>
<td>Beck GRAF, CHARTER/STAR Site Lead &amp; Program Director (P.O.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine how to improve the trial opportunities within the class (gently encourage)</td>
<td>Beck GRAF, CHARTER/STAR Site Lead &amp; Program Director (P.O.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set Interdisciplinary Team and release &amp; their impact on implementation</td>
<td>Beck GRAF, CHARTER/STAR Site Lead &amp; Program Director (P.O.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The UKAT Toolkit: **Trial Implementation**

The Trial Implementation tool:

- Procedure for documenting the efficiency and effectiveness of potential AT solutions
- Data reporting system for AT trials
- Completed by direct service providers
# The UKAT Toolkit: AT Implementation

## AT Implementation

**University of Kentucky Assistive Technology (UKAT) Project**

**Student Name:**

**Date:**

### Expected Outcomes (IIEP Objectives):

<table>
<thead>
<tr>
<th>Date:</th>
<th>Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Proposed</th>
<th>Target Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UKAT Support:

1. **Training**
   - Determine goals for using AT to increase educational outcomes.
   - Integrate training needs for AT into general education or special education.
   - Integrate training needs for AT into general education or special education.

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**UKAT Toolkit #2**

**E. S. L. Committee #8**:

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**AT Implementation**: p. 2 of 4
The UKAT Toolkit: AT Implementation

The AT Implementation tool:

• Guide for planning implementation
• Data reporting system for tracking the efficiency and effectiveness of final AT decisions
• Continuous documentation to bring to the IEP meeting to discuss evaluating the student’s changing needs
# The UKAT Toolkit: Knowledge & Skills Survey

## Knowledge & Skills Survey

**University of Kentucky Assistive Technology (UKAT) Project**

### Objectives

- To assess the knowledge and skills of professionals involved in the implementation of assistive technology.
- To identify areas for professional development.

### Participants

- **Student**
- **PT**
- **School Psych**
- **Assessment Specialist**
- **AT Specialist**
- **OT**
- **Other:**

### Primary disability of students you provide AT services to:

### Have you had formal training in assistive and instructional technology?  
- **Yes**
- **No**

### Please rate your level of expertise in each of the following areas. Arranging "1" tests are no expertise and "5" indicates you are an expert in that area.

<table>
<thead>
<tr>
<th>Principle: Foundations</th>
<th>Expertise</th>
<th>Least</th>
<th>Med</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concepts and issues related to assistive technology in education and other aspects of society</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional philosophy and goals for using technology in special education</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Unobtrusive approaches to technology and educational settings</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Specific legislative mandates and governmental regulations that impact the implementation of technology in special education</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Principle: Development and Characteristics of Learner

<table>
<thead>
<tr>
<th>Principle: Development and Characteristics of Learner</th>
<th>Expertise</th>
<th>Least</th>
<th>Med</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Impact of technology on the development of individuals with exceptional learning needs</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Principle: Individual Learning Differences

<table>
<thead>
<tr>
<th>Principle: Individual Learning Differences</th>
<th>Expertise</th>
<th>Least</th>
<th>Med</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Issues in diversity and the use of technology</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The UKAT Toolkit: Knowledge & Skills Survey

The Knowledge & Skills Survey:

- Self rating scale of AT knowledge & skills
- Guides professional development for school personnel, students using AT, and their parents
The UKAT Toolkit: Monitoring & Evaluation

• Use the AT Implementation tool for ongoing monitoring and evaluation of student goals, objectives, and AT needs, in addition to ensuring technology is in working order

• If the student is not meeting stated goals and objectives through AT, seek consultation from AT team, AT specialist, and/or AT assessment team
The UKAT Toolkit: Credits

Toolkit Development & Production Team:
Elizabeth A. Lahm • Jennifer K. Bell • A. Edward Blackhurst • Gerald Abner (consultant) • Margaret Bausch • Deb Case • Jo Fleming • Robb Fonz • Linda Gassaway • Cindy George • Courtney Gibson • Nita Kaufman • Carl Liaupsin • Mary Martin Rose • Nancy McCrary • Melissa McCardle • Ashley Milo • Ashley Reed • Joy Zabala