



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:



U.S. Office of Special
Education Programs

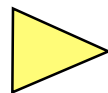
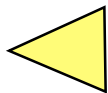
The UKAT Toolkit



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.

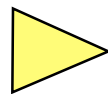
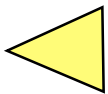


The Toolkit is the result of 6 years of research and collaboration between the University of Kentucky and Kentucky Public Schools.



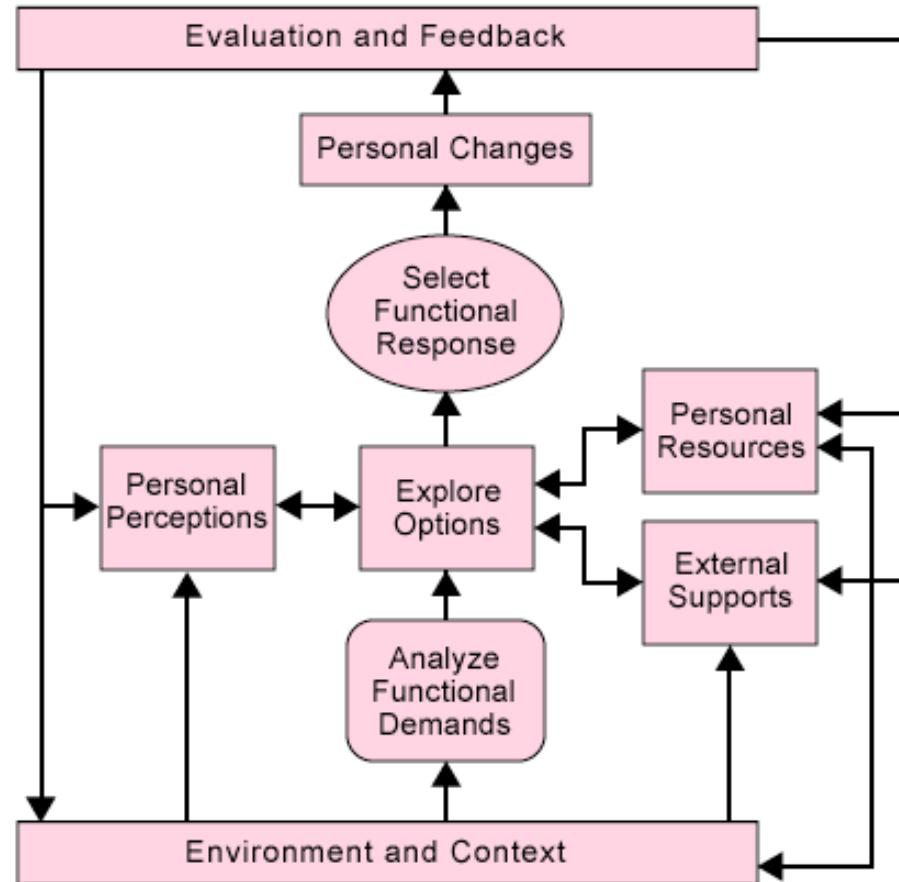
The UKAT Toolkit: **Table of Contents**

- **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).



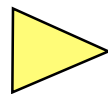
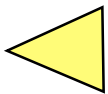
The UKAT Toolkit: **Foundation**

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](#)

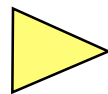
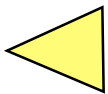


The UKAT Toolkit: **Foundation**

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.

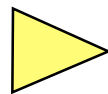
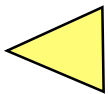
[Introduction to Assistive Technology](#)



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

UK Assessment Planning & Data Collection
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

UK Pre-Assessment Profile
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

UK Assessment Report Outline
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

UK Trial Implementation
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

UK Knowledge & Skills Survey
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

Considerations
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

Implementation
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION UKAT PROJECT

Considerations

Considerations form with sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Interdisciplinary Team Members (Special Educator, General Educator, etc.).

Pre-Assessment Profile

Includes sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Pre-Assessment Profile (Pre-assessment, Pre-assessment, Pre-assessment).

Assessment Report Outline

Includes sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Assessment Report Outline (Assessment Report, Assessment Report, Assessment Report).

Trial Implementation

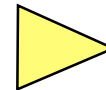
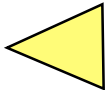
Includes sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Trial Implementation (Trial Implementation, Trial Implementation, Trial Implementation).

Knowledge & Skills Survey

Includes sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Knowledge & Skills Survey (Knowledge & Skills Survey, Knowledge & Skills Survey, Knowledge & Skills Survey).

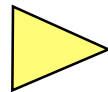
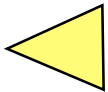
Implementation

Includes sections for: School Name, District, State, Work Status, Grade, Placement, School/Program, and a table for Implementation (Implementation, Implementation, Implementation).




The UKAT Toolkit: **Tools**

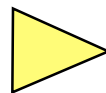
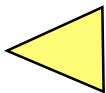
- A copy of each tool as well as instructional documentation is available in both Microsoft Word and PDF formats.
- These tools can be used electronically or a hard copy can be printed.
- For example the files will appear as:
 consideration.doc (Microsoft Word)
 consideration.pdf (Acrobat PDF)



The UKAT Toolkit: Consideration

 Consideration <input type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Three-Year		
University of Kentucky Assistive Technology (UKAT) Project		
Student Name: _____	DOB/Age: _____	School/District: _____
Parent(s): _____	Home Phone: _____	Teacher: _____
_____	Work Phone: _____	Team Leader: _____
Address: _____	Grade: _____ Placement: _____	Team Leader Phone: _____
_____	School Phone: _____	_____
Interdisciplinary Team Members	Name	Contact Information (i.e., phone number & best time to call)
Special Educator (SE)		
General Educator (GE)		
General Educator (GE)		
Instructional Assistant/Aide		
AT Specialist (ATS)		
Rehabilitation Engineer (RE)		
Speech Language Pathologist (SLP)		
Occupational Therapist (OT)		
Physical Therapist (PT)		
Adaptive Physical Education (APE)		
School Psychologist		
School Nurse		
Medical Specialist		
Administrator		
Peer		
IEP Chairperson		
Other:		

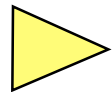
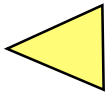
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The UKAT Toolkit: **Consideration**

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

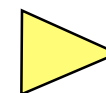
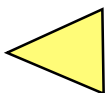


The UKAT Toolkit: Pre-Assessment Profile

UK		Pre-Assessment Profile		
University of Kentucky Assistive Technology (UKAT) Project				
Student Name	DOB	School/Teacher	Date	
Personal Resources & External Supports				
<p>Complete all sections: Behavior, Communication, Education, Foundations, Education, Academic, Health/Medical, Physical, Sensory, Psychological Assessment, & Pre-Assessment Summary. If student is currently using a device or modification, please answer their current performance needs that device or modification unless otherwise directed.</p>				
Behavior				
<input type="checkbox"/> Team has considered this area of student performance and it is not a concern for this student.				
Indicate the student's ability in the following areas.				
The Student	Yes	No	Some- times	Comments
Responsible for materials				
Handles equipment in an appropriate manner				
Has necessary materials at appropriate times				
Trustworthy				
Can attend to a task for _____ and sec. (indicate number & units time)				
Describe reinforcers that have been or could be associated for the student.				
Reinforcers	Description			
People				
Food				
Objects				
Access/use of items				
Sounds/activities				
Physical reinforcers				
Other:				
Describe behavior management programs currently being implemented with the student. Please attach documentation if available.				

Provide additional behavioral information related to the use of assistive technology.				

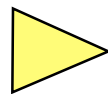
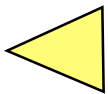
<small>UKAT Toolkit 6/15/02 ©2002 University of Kentucky Pre-Assessment Profile p. 1 of 11 - Collaborative Project with Harrods Public Schools - Permission to reproduce this form for non-commercial purposes.</small>				




The UKAT Toolkit: **Pre-Assessment Profile**

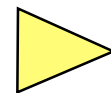
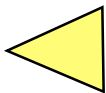
The Pre-Assessment Profile:

- 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

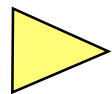
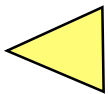
 Assessment Planning & Data Collection <small>University of Kentucky Assistive Technology (UKAT) Project</small>		
Student Name:	DOB/Age:	School/District: _____ Date: _____
*NOTE: Complete a new form for each demand.		
Environment(s), Context(s), & Demand (all or part of a task): _____		
Student Perception of Demand: _____		
Student Response to Demand: _____ <input type="checkbox"/> Observed <input type="checkbox"/> Assumed <input type="checkbox"/> Stated		
Area of function for demand: <input type="checkbox"/> Existence (Activities of Daily Living) <input type="checkbox"/> Body Support, Protection, & Positioning <input type="checkbox"/> Education & Transition <input type="checkbox"/> Communication <input type="checkbox"/> Travel & Mobility <input type="checkbox"/> Sports, Fitness, & Recreation <input type="checkbox"/> Environmental Interaction		
Assessment Procedures:		
What Do We Need to Know <small>(goals of the assessment)</small>	Planned Activities/What We Did <small>(strategy, technology, strategies, non-technology, & technology adaptations) (refer to the Sample Alternative Strategies & WAT Continuum of Consideration for examples/relevance of strategy & adaptations)</small>	What We Found <small>(including student perceptions, medical information, & optimal positioning)</small>
Person Responsible: _____		
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The UKAT Toolkit: **Assessment Planning & Data Collection**

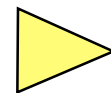
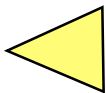
The Assessment Planning & Data Collection tool:

- Guide for planning and conducting assistive technology assessments
- Tool for recording assessment data
- Completed by assessment team



The UKAT Toolkit: Assessment Report Outline

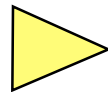
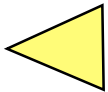
UK	
Assessment Report Outline	
University of Kentucky Assistive Technology (UKAT) Project	
Name	Date of Report
Date of Birth	Dates of Assessment
Grade	Locations of Assessment
School	
Background (paragraph summarizing medical & technology history, as well as, inclusion of any crucial information regarding the child and use of AT)	
Reasons for Assessment	
Summary of Activities, Procedures, & Findings	
Recommendations	
Implications of the Findings (how do findings impact the student's ability to perform identified tasks in all appropriate environments)	
Student Preferences	
Concerns (i.e., external supports, personal perceptions)	
Strategies and Non-Technology Adaptations	
Services and Features of Assistive Technologies Recommended for Trial	
Examples of Potential Technology (include vendor contact information & current costs)	
Potential Sources for Trial Equipment	
Potential Sources for Training	
Next Steps (determining recommendations, devices, and services for trial implementation, trial implementation of trials)	
Assessors (names, signatures, & titles)	
Individuals Receiving a Copy of the Report	
NEXT STEPS: Decide which of the trial recommendations, to include devices and services, will be implemented for trial. Plan for trial implementation using the Trial Implementation tool. Refer to the Trial Implementation tool for conducting trials and reporting trial data.	
UKAT Toolkit 6.11.03	
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-o- Collaborative Project with Kentucky Public Schools -	
Assessors: Roger Durlin	
Particular to groups to represent the user or non-commercial purposes.	



The UKAT Toolkit: **Assessment Report Outline**

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

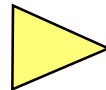
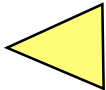
UK	Trial Implementation			
University of Kentucky Assistive Technology (UKAT) Project				
Student Name:	DOB/Age:	School/District:	Date:	
*NOTE: Complete a new form for each new set of trials.				
Training				
Who needs training: _____				

Who will deliver training: _____				

Equipment Management (short term):				
Identify who is responsible for setup, integration, & maintenance of equipment: _____				

√	Implementation	Responsible Team Member	Target Date	Comments
	Determine desired outcomes for student (based on the IEP, Consideration tool & Pre-Assessment Profile)			
	Determine a trial period for implementation, including start & review date			
	Determine how devices/services will be obtained			
	Determine how & where the trial opportunities will take place (priority environments)			
	Set date for team to review trial results & their impact on implementation			

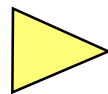
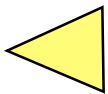
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The UKAT Toolkit: **Trial Implementation**

The Trial Implementation tool:

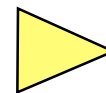
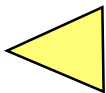
- Procedure for documenting the efficiency and effectiveness of potential AT solutions
- Data reporting system for AT trials
- Completed by direct service providers



The UKAT Toolkit: **AT Implementation**

UK		AT Implementation		
University of Kentucky Assistive Technology (UKAT) Project				
Student Name:	DOB/Age:	School/District:	Date:	
Expected Outcome(s)/IEP Objective(s): _____				
Start Date: _____ Review Date: _____				
✓	Obtains Device(s) or Service(s) [after trial period]	Responsible Team Member	Target Date	Comments
	Determine specific device(s) or service(s)			
	Locate and obtain funds for the device(s)/service(s)			
	Purchase, fabricate and/or modify AT			
	Adapt environment			
	Identify provider of AT service			
	Determine if AT is for home use			
✓	Training	Responsible Team Member	Target Date	Comments
	Develop plan for using AT to access general education & specialized curriculum			
	Determine training needs for student, general & special education teachers, staff, parents, peers, others			
	Determine who will provide training			

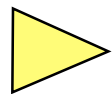
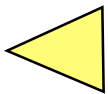
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The UKAT Toolkit: **AT Implementation**

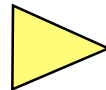
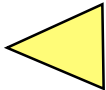
The AT Implementation tool:

- 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

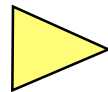
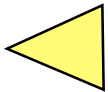
UK		Knowledge & Skills Survey			
University of Kentucky Assistive Technology (UKAT) Project					
Student Name	DC/Coop.	School District	Date		
Survey of AT Knowledge & Skills for Guiding Professional Development For School Personnel, Students Using AT, and Their Parents					
Your role on the IEP/Assistive Technology team:					
<input type="checkbox"/> Student	<input type="checkbox"/> Spec. Educator	<input type="checkbox"/> Medical Spec.	<input type="checkbox"/> Spec. Ed. Admin.		
<input type="checkbox"/> Parent	<input type="checkbox"/> SLP	<input type="checkbox"/> General Educator	<input type="checkbox"/> General Ed. Admin.		
<input type="checkbox"/> Facilitator	<input type="checkbox"/> PT	<input type="checkbox"/> School Psyc.	<input type="checkbox"/> Assessment Specialist		
<input type="checkbox"/> AT Specialist	<input type="checkbox"/> OT	<input type="checkbox"/> Other:	_____		
Primary disabilities of students you provide AT services to: _____					
Have you had formal training in assistive and instructional technology? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Please rate your level of expertise in each of the following areas. A rating of "1" indicates no expertise and "5" indicates that you are an expert in that area.					
Principle I: Foundations	Expertise Least → Most				
1. Concepts and issues related to the use of technology in education and other aspects of our society.	1	2	3	4	5
2. Articulate a personal philosophy and goals for using technology in special education.	1	2	3	4	5
3. Use technology-related terminology in written and oral communication.	1	2	3	4	5
4. Describe legislative mandates and governmental regulations and their implications for technology in special education.	1	2	3	4	5
Principle II: Development and Characteristics of Learners	Expertise Least → Most				
5. Impact of technology at all stages of development on individuals with exceptional learning needs.	1	2	3	4	5
Principle III: Individual Learning Differences	Expertise Least → Most				
6. Issues in diversity and the use of technology.	1	2	3	4	5
<small>UKAT Toolkit 3.4.03 © 2003 University of Kentucky Knowledge & Skills Survey p. 1 of 4 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</small>					



The UKAT Toolkit: **Knowledge & Skills Survey**

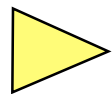
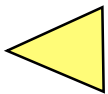
The Knowledge & Skills Survey:

- 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:

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