



Consideration

Initial Annual Three-Year

University of Kentucky Assistive Technology (UKAT) Project

Student Name: _____

DOB/Age: _____

School/District: _____

Date: _____

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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Student Name _____

Date: _____

Consideration Options/Actions Steps Based on Consideration Options

1. AT is not used; not needed – Continue IEP process
2. AT is not used; may be needed – Collect *Pre-Assessment Profile* data
3. AT is used; meeting current needs – Document AT in IEP
4. AT is used; not meeting current needs – Collect/Review/Update *Pre-Assessment Profile* data
5. AT is not used; may be needed – Review/Update *Pre-Assessment Profile* data

As a team, determine the demand(s) per each functional area, identify the appropriate Consideration Option/Action Step (above) for each demand, then designate a target completion date for appropriate Action Steps.

Functional Areas	Demands (all or part of a task) student is <u>unable</u> to successfully perform without assistance.	Consideration Options/Action Steps	Target Completion Date
Existence (Activities of Daily Living): Eating; grooming; dressing; elimination; hygiene...		<input type="checkbox"/> No concerns in this area.	
Communication: Oral and written expression; seeing, hearing, & understanding; social interaction...		<input type="checkbox"/> No concerns in this area.	
Body Support, Protection, & Positioning: Standings; sitings; alignment; stabilizing; preventing injuries...		<input type="checkbox"/> No concerns in this area.	



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Functional Areas	Demands (all or part of a task) student is <u>unable</u> to successfully perform without assistance.	Consideration Options/Action Steps	Target Completion Date
Travel & Mobility: Crawling; walking; using stairs; transferring; navigating...	<input type="checkbox"/> No concerns in this area.		
Environmental Interaction: Remotely controlling equipment; accessing facilities...	<input type="checkbox"/> No concerns in this area.		
Education & Transition: Accessing curriculum; preparing for new environments; participating in creative & performing arts...	<input type="checkbox"/> No concerns in this area.		
Sports, Fitness, & Recreation: Participating in individual and group play; leisure activities; sports; exercise; games; hobbies...	<input type="checkbox"/> No concerns in this area.		

We have considered the use of AT and documented it in the IEP:

Team Member Signatures

Team Member Signatures

Team Member Signatures

Team Member Signatures

NEXT STEPS: Complete Action Steps.

UKAT Toolkit: 6.14.02

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Definitions of Functional Areas

Problems in **Existence** (Activities of Daily Living) are associated with the functions needed to maintain oneself. Solutions may include adapted utensils, dressing aids, adapted toilet seats, toilet training, and occupational therapy services.

Problems in **Communication** are associated with the functions needed to understand spoken language, process, and express information, and to interact socially. Solutions may include, hearing amplifiers, captioned video, speech aids, sign language training, magnifiers, picture boards, writing and drawing aids, pointers, alternative input and output devices for computers, social skills training and speech/language pathology services.

Problems in **Body Support, Protection, & Positioning** are associated with the functions needed to stabilize, support, or protect a portion of the body. Solutions may include prone standers, furniture adaptation, support harnesses, stabilizers, slings, headgear, and physical therapy services.

Problems in **Travel & Mobility** are associated with the functions needed to move within environments. Solutions may include, wheelchairs, scooters, hoists, cycles, ambulators, walkers, crutches, canes, orientation and mobility training services, and physical therapy services.

Problems in **Environmental Interaction** are associated with the functions needed to perform activities across environments. Solutions may include the use of switches to control equipment, adapted appliances, ramps, automatic door openers, modified furniture, driving aids and rehabilitation engineering services.

Problems in **Education & Transition** (including Cognition) are associated with the functions needed to participate in learning activities and to prepare for new school settings or post-school environments. Solutions may include adapted instructional materials, educational software, computer adaptations, community-based instruction, art therapy, music therapy, and other related services.

Problems in **Sports, Fitness, & Recreation** are associated with the functions needed to participate in individual or group sports, play, hobby and craft activities. Solutions may include modified rules and equipment, Special Olympics, adapted aquatics, switch-activated cameras, Braille playing cards, and adapted physical education services.

Examples provided on this page of this guide are illustrative only, and are not meant to be exhaustive.