Knowledge & Skills Survey

University of Kentucky Assistive Technology (UKAT) Project

Name: **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:

___ Student	___ Spec. Educator	___ Medical Spec.	___ Spec. Ed. Admin.
___ Parent	___ SLP	___ General Educator	___ General Ed. Admin.
___ Facilitator	___ PT	___ School Psyc.	___ Assessment Specialist
___ AT Specialist	___ OT	___ Other: _____	

Primary disabilities 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. 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

Name: Date:

Principle IV: Instructional Strategies	Expertise Least → Most				
7. Identify and operate instructional and assistive hardware, software, and peripherals.	1	2	3	4	5
8. Provide technology support to individuals with exceptional learning needs who are receiving instruction in the general education setting.	1	2	3	4	5
9. Arrange for demonstrations and trial periods with potential assistive or instructional technologies prior to making purchase decisions.	1	2	3	4	5

Principle V: Learning Environments/Social Interactions	Expertise Least → Most				
10. Procedures for the organization, management, and security of technology.	1	2	3	4	5
11. Ergonomic principles to facilitate the use of technology.	1	2	3	4	5
12. Evaluate features of technology systems.	1	2	3	4	5
13. Use technology to foster social acceptance in inclusive settings.	1	2	3	4	5
14. Identify the demands of technology on the individual with exceptional learning needs.	1	2	3	4	5

Principle VI: Language	Expertise Least → Most				
15. Procedures for evaluation of computer software and other technology materials for their potential application in special education.	1	2	3	4	5
16. Use communication technologies to access information and resources electronically.	1	2	3	4	5

Principle VII: Instructional Planning	Expertise Least → Most				
17. Procedures for evaluation of computer software and other technology materials for their potential application in special education.	1	2	3	4	5
18. Funding sources and processes of the acquisition of assistive technology devices and services.	1	2	3	4	5
19. National, state, or provincial PK-12 technology standards.	1	2	3	4	5
20. Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.	1	2	3	4	5
21. Identify elements of the curriculum for which technology applications are appropriate and ways they can be implemented.	1	2	3	4	5
22. Identify and operate software that meets educational objectives for individuals with exceptional learning needs in a variety of educational environments.	1	2	3	4	5
23. Design, fabricate, and install assistive technology materials and devices to meet the needs of individuals with exceptional learning needs.	1	2	3	4	5
24. Provide consistent, structured training to individuals with exceptional learning needs to operate instructional and adaptive equipment and software until they have achieved mastery.	1	2	3	4	5

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Principle VII: Instructional Planning (continued)	Expertise Least → Most				
25. Verify proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with exceptional learning needs.	1	2	3	4	5
26. Develop and implement contingency plans in the event that assistive or instructional technology devices fail.	1	2	3	4	5
27. Develop specifications and/or drawings necessary for technology acquisitions.	1	2	3	4	5
28. Write proposals to obtain technology funds.	1	2	3	4	5

Principle VIII: Assessment	Expertise Least → Most				
29. Use of technology in the assessment, diagnosis, and evaluation of individuals with exceptional learning needs.	1	2	3	4	5
30. Match characteristics of individuals with exceptional learning needs with technology product or software features.	1	2	3	4	5
31. Use technology to collect, analyze, summarize and report student performance data to aid instructional decision-making.	1	2	3	4	5
32. Identify functional needs, screen for functional limitations and identify if the need for a comprehensive assistive or instructional technology evaluation exists.	1	2	3	4	5
33. Monitor outcomes of technology-based interventions and reevaluate and adjust the system as needed.	1	2	3	4	5
34. Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.	1	2	3	4	5
35. Work with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.	1	2	3	4	5
36. Identify placement of devices and positioning of the individual to optimize the use of assistive or instructional technology.	1	2	3	4	5
37. Examine alternative solutions prior to making assistive or instructional technology decisions.	1	2	3	4	5
38. Make technology decisions based on a continuum of options ranging from no technology to high technology.	1	2	3	4	5

Principle IX: Professional & Ethical Practice	Expertise Least → Most				
39. Equity, ethical, legal, and human issues related to technology use in special education.	1	2	3	4	5
40. Organizations and publications relevant to the field of technology.	1	2	3	4	5
41. Maintain ongoing professional development to acquire knowledge and skills about new developments in technology.	1	2	3	4	5

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Principle IX: Professional & Ethical Practice (continued)	Expertise Least → Most				
42. Adhere to copyright laws about duplication and distribution of software and other copyrighted technology materials.	1	2	3	4	5
43. Advocate for assistive or instructional technology on individual and system change levels.	1	2	3	4	5
44. Participate in activities of professional organizations relevant to the field of technology.	1	2	3	4	5

Principle X: Collaboration	Expertise Least → Most				
45. Roles that related services personnel fulfill in providing technology services.	1	2	3	4	5
46. Guidelines for referring individuals with exceptional learning needs to another professional.	1	2	3	4	5
47. Conduct in-service training in applications of technology in special education.	1	2	3	4	5
48. Refer team members and families to assistive and instructional technology resources.	1	2	3	4	5
49. Collaborate with other team members in planning and implementing the use of assistive and adaptive devices.	1	2	3	4	5
50. Instruct others in the operation of technology, maintenance, warranties, and trouble-shooting techniques.	1	2	3	4	5