Wisconsin Assistive Technology Initiative
Competency Self-Rating

Directions:

1. Use the following codes when completing competency:
   - **P = Where I was three years ago**
   - **N = Where I am now**
   - **F = Where I want to be in the future**

2. **Read each competency.** After reading a competency, use the above codes (P, N or F) in the columns that best reflect your status for each time period. The columns are headed: U, Aw, K, Ap, and M. The meanings of these abbreviations are:
   - **U = Unfamiliar**. This is new to me. I know nothing about it. I've never heard of it. What is it?
   - **Aw = Awareness.** I have heard about it, but I don't know its full scope such as its principles, components, applications, and modifications. I need information and training.
   - **K = Knowledge.** I know enough about this to write or talk about it. For example, I know what it is, but I'm not ready to use it in my program. I need training, practice and feedback.
   - **Ap = Application.** I am able to apply this. For example, I can design, modify and use it in my program. I may need information and guidance as I modify or apply this in new situations.
   - **M = Mastery.** I am ready to work with other people to help them learn this. For example, I feel confident enough to demonstrate this to others.

3. **Select the 10 competencies that are most important to you personally**. Indicate them by placing the numbers 1-10 in the last column. Put a "1" after the competency that is most important to you, a "2" after the competency that is second most important to you, etc. Continue until you have indicated the ten competencies that are most important to you.

Example:	U	Aw	K	Ap	M	Top 10
I am (I want to be) able to:						
1. Identify important features of augmentative communication (AC) devices.	P			N	F	2

I am (I want to be) able to:	U	Aw	K	Ap	M	Top 10
GENERAL:						
1. Define and describe a wide range of Assistive Technology.						
2. Define and describe the Assistive Technology (AT) services that are required under IDEA.						
3. Appropriately consider the need for AT for <u>all</u> students with disabilities, not just a select few.						
4. Complete an evaluation/assessment of a student (which is focused on the student, the environment and the task) to determine if they could benefit from the use of AT.						
5. Write IEP/IFSP goals/objectives as needed to describe the acquisition of AT skills.						
6. Arrange the environment for increased participation and communication for all students.						
7. Select materials that are more universally accessible for all students.						
8. Competently operate a computer.						
9. Access AT resources.						

GENERAL (continued):	U	Aw	K	Ap	M	Top 10
10. Determine for an individual student when the best intervention is to train a new a skill, teach a compensatory skill, use AT or use a personal assistant.						
11. Determine appropriate use of AT as an accommodation or modification in order to participate in standardized testing, including district and state assessments.						
WRITING:	U	Aw	K	Ap	M	Top 10
Mechanics of Writing:						
12. Identify and use a progression of AT solutions from low- to high-tech for difficulties in the mechanics of writing.						
Computer Access:						
13. Determine an effective way for a student to operate/access a computer.						
14. Operate/utilize alternative access methods for computers.						
Composing Written Material:						
15. Identify and use a progression of AT solutions from low-to high-tech for composing written material.						
AUGMENTATIVE COMMUNICATION (AC):	U	Aw	K	Ap	M	Top 10
16. Utilize informal assessment techniques (e.g., environmental inventory, interview, observation) to determine need for AC.						
17. Identify important features of AC devices.						
18. Match student needs with features of AC devices.						
19. Construct/modify simple AC devices.						
20. Operate the following: -Simple, low-cost devices -Devices with levels -Devices with icon sequencing -Devices with dynamic display -Devices based on spelling						
21. Set realistic goals for a trail period with an AC device.						
22. Select appropriate vocabulary to promote communication.						
23. Determine the best form of vocabulary representation (pictures, symbols, words).						
24. Organize vocabulary in a usable system.						
25. Determine functional mounting for AC device.						
26. When appropriate, interface the AC device with a computer, environmental control unit, or printer.						
27. Train communication partners.						
Reading:						
28. Identify need for and use an array of low-tech solutions to assist with reading text.						
29. Create and use pictures with text to support reading.						
30. Use a variety of means to provide spoken text to accompany the printed words.						
Learning/Studying:						
31. Develop and use a variety or print and picture schedules.						
32. Select and use a variety of aids to locate, highlight and track information.						

AUGMENTATIVE COMMUNICATION (continued):	U	Aw	K	Ap	M	Top 10
33. Use software to manipulate and organize information.						
Math:						
34. Identify and use a variety of math aids and low-tech AT.						
35. Select and use a variety of voice output aids for math operations, such as counting, measuring, timing and computation.						
36. Select and utilize software to provide cuing for appropriate assistance in math operations or computations.						
RECREATION AND LEISURE:	U	Aw	K	Ap	M	Top 10
37. Adapt toys and games appropriately.						
38. Select and use adapted toys, games and recreational equipment.						
39. Select and utilize a variety of AT for access and interaction.						
40. Select and utilize software for a variety of recreational activities.						
ARTS:	U	Aw	K	Ap	M	Top 10
Art, Music, Dance, Photography:						
41. Identify need for and use low- to mid-tech AT for the arts.						
42. Identify need for and use software for the arts.						
ACTIVITIES OF DAILY LIVING:	U	Aw	K	Ap	M	Top 10
43. Select and utilize a variety of low-tech aids to position and stabilize items.						
44. Select and utilize adaptive eating utensils and aids.						
45. Select and utilize adaptive devices for drinking.						
46. Select and utilize adaptive devices for dressing.						
47. Select and utilize adaptive devices for hygiene.						
48. Select and utilize adaptive bathing devices.						
49. Select and utilize adaptive cooking devices.						
Mobility:						
50. Determine when a student may benefit from assisted mobility.						
51. Select and utilize low-tech AT for mobility or stabilization.						
52. Design/implement a sequenced intervention to teach a student to operate/utilize an assisted mobility device.						
53. Obtain adapted equipment for operating a motor vehicle.						
ELECTRONIC AIDS FOR DAILY LIVING:	U	Aw	K	Ap	M	Top 10
54. Identify a student's need for greater control of their environment.						
55. Design opportunities to use electronic aids to daily living and select appropriate AT.						
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ELECTRONIC AIDS FOR DAILY LIVING (continued):	U	Aw	K	Ap	M	Top 10
56. Operate/utilize electronic aids to daily living including:						
-Switches						
-Call buttons/devices						
-Hands-free telephone interfaces						
-Page turners						
-Infrared and other mid-tech electronic aids for daily living						
-Computer-based electronic aids for daily living						
SEATING/POSITIONING:	U	Aw	K	Ap	M	Top 10
57. Recognize the impact of seating/positioning on the student's attention, energy, and ability to access AT devices.						
58. Analyze appropriateness of the student's basic position.						
59. Utilize assisted positioning devices.						
60. Recognize when AC devices, computers, seating and mobility equipment need to be integrated.						
VISION TECHNOLOGY:	U	Aw	K	Ap	M	Top 10
61. Use low-tech vision aids to enlarge text.						
62. Operate/utilize the following for computer input:						
-Text-to-speech, screen reader						
-Screen enlarger/magnification						
-Braille printer, Braille translation software, refreshable Braille						
63. Operate/utilize Braille keyboard and notetakers.						
HEARING TECHNOLOGY:	U	Aw	K	Ap	M	Top 10
64. Identify when hearing amplification may be necessary for a student in an educational setting.						
65. Operate/utilize assistive technology for:						
-Telecommunications						
-Assisted learning						
-Alerting						
VOCATIONAL:	U	Aw	K	Ap	M	Top 10
66. Recognize need for and use AT for general vocational tasks.						
67. Create customized jigs or other AT for specific vocational tasks.						
TEAM FUNCTIONING:	U	Aw	K	Ap	M	Top 10
68. Understand the roles of individual team members in the evaluation for and implementation of AT.						
69. Utilize an effective team decision-making process to keep our team operating collaboratively and smoothly.						
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FUNDING:	U	Aw	K	Ap	M	Top 10
70. Utilize appropriate AT funding sources for an individual.						
71. Write/compile necessary documentation to support funding from third party payers.						
AT SERVICES:	U	Aw	K	Ap	M	Top 10
72. Plan and implement improved AT services in my school district.						
73. Train others (parents, support staff, etc.) to operate/utilize specific AT devices.						
74. Train others to adapt curriculum/plan AT use.						
75. Adapt, fit, customize, repair AT devices.						
76. Coordinate with other agencies, such as vocational, medical, birth to 3, community and other service providers.						
77. Work with the transition team to plan for effective transition of assistive technology to new settings.						