**WATI Procedure Guide for Assistive Technology Assessment**

An assessment of a child’s need for assistive technology (AT) is conducted when the IEP team (or IFSP team) is unable to reach a decision during AT Consideration or when requested by any member of the IEP or IFSP team, including the parent. An AT assessment is always conducted by a team that includes the parents and involves the student at a level of participation and decision making that reflects the students age and ability.

**Preparing for the AT Assessment:**

❒ **Step 1:** Review what is known regarding student’s abilities and difficulties. Look at the results of Consideration during the IEP or IFSP meeting (include the ***WATI Consideration Guide***, if it was used).

❒ **Step 2:** Identify missing information and make a plan to gather it, assigning specific tasks to the individuals who will participate as part of an AT Assessment Team.

**Gathering Needed Information**

❒ **Step 3:** Individual team members gather informationby completing identified sections of the ***WATI Student Information Guide 2017*** and anyformal and/or informal tests that the team believes will help understand the student’s needs and abilities.

❒ **Step 4:** Gather information about the characteristics and demands of the environments in which the student functions. Use the ***WATI Environmental Observation Guide*** ***2017*** to assist with gathering information about how instruction is delivered, what the student currently does, and what the other students do.

❒ **Step 5:** Schedule a meeting with the team, which includes: parents, student (if he can contribute and understand), service providers (e.g., spec. ed. teacher, general ed. teacher, SLP, OT, PT, administrator), and any others directly involved or who have needed knowledge and expertise.

**Meeting to Make Decisions**

❒ **Step 6:** The team completes Problem Identification Portion of ***AT Decision Making Guide*** at the meeting. (Choose someone to write all topics where everyone participating can see them.)

The team should quickly move through:

* Listing the student’s **abilities/difficulties** related to tasks **(10-12 minutes).**
* Listing key aspects of the **environment** in which the student functions and the student’s location and positioning within the environment **(8-10 minutes).**
* Identifying **tasks** the student needs to be able to do. The team cannot generate AT solutions until the tasks are identified **(5 minutes).**

(Note: The focus in problem identification is identifying critical tasks and the impact of the student’s abilities and difficulties and the influence of the environment on the student’s performance of the tasks.)

❒ **Step 7:** Prioritize the list of tasks. This may require a redefining or reframing of the original referral question or simply a re-emphasis on it, but is necessary so that you hone in on the most critical task.

❒ **Step 8:** The team moves on tocomplete theSolution Generation section of the ***AT Decision Making Guide*** brainstorming all possible solutions. Brainstorming is rapid-fire and all suggestions are written where everyone can see them **(5 to 8 minutes).** The specificity of the solutions will vary depending on the knowledge and experience of the team; some teams may generate names of specific devices with features that will meet the student’s needs, other teams may simply talk about features that are important, e.g., “needs voice output,” “needs to be portable,” “needs few (or many) messages,” etc. Teams may want to use resources to assist with solution generation. These can include, but are not limited to: the AT Checklist, the AT internet modules, and a person knowledgeable about AT.

❒ **Step 9:** Now solutions are selected**.** This involves discussing the solutions listed, thinking about which are most effective for the student. It may help to group solutions that can be implemented 1) immediately, 2) in the next few months, and 3) in the future. Now is the time to list the names of specific devices, hardware, software, etc. If the team does not know the names of tools, use resources noted in Step 5. (This step requires the most time; plan **20-30 minutes**).

❒ **Step 10:** Develop an implementation plan, including trials with tools, being sure to assign specific names of people who will carry out the plan (acquire tools, provide training, collect data, etc.) and dates by which they will complete those steps. Set a meeting date to review progress and list it under Follow-up Plan. (**Reminder**: Steps 6-10 occur in a meeting with all topics written where all participants can see them. Use a projector, white board, or flip chart, because visual memory is an important supplement to auditory memory. Following the meeting, ensure that someone places the information in the student’s file for future reference.)

**Completing Trial(s)**

❒ **Step 11:** Implement the trial(s) planned during the Decision Making meeting. Use the ***WATI Trial Use Guide***.

**Final Review and Decision**

❒ **Step 12:** Follow Up on planned date. Review the results of the trial use. Make any needed decisions about permanent use. Develop a plan for permanent use.