### Student Background Information

#### Background Information: Student

- **1.** Name
- **3.** Birth date/chronological age: 
  
  - E.g., age at point of data collection (to include testing, assessment, etc.)

#### Background Information: Health/Medical

- **8.** Documented sensory impairments (participant-added element): 
  
  - Medically recognized sensory deficits or diagnoses; results of most recent exam

#### Background Information: School

- **12.** School/district: 
  
  - Name, system/district
- **13.** Primary school contact & current key educators & direct service providers: 
  
  - Name, specific contact information to include phone, voicemail, pager, fax, email; technology related skills

#### Background Information: Referral

- **6.** IFSP/IEP goals and/or desired outcomes: 
  
  - Current existing & needed; short- & long-term educational, therapy, daily living, vocational, communication, recreation, social goals, objectives & outcomes; agreed upon by child/student; how technology can assist in meeting; clear & specific; attach copy of IEP/IFSP (if appropriate)
- **14.** Reason for referral: 
  
  - Specific reasons for assessment; e.g., detailed descriptions of major areas of concern related to student's ability to do expected tasks in customary environments; functional goals to be achieved/would technology assist the student in accessing/accomplishing required curricular tasks more easily and independently; what do want to learn regarding person's resources, abilities, needs; how might daily life change; intervention goals; family needs/goals
- **40.** Tasks (element category): 
  
  - What specifically does the student need to be able to do that is difficult or impossible for him at this time and at the expected level of independence? What are the major areas of concern, which need to be addressed?

#### Background Information: Sensory

- **17.** Sensory (element category): 
  
  - E.g., Precautions and/or considerations related to student sensitivity & stimulation; vision, hearing, etc.
18 vision (element category):
e.g., last exam/report (date & information; documented impairment); strengths & limitations;
to include acuity, correction, field loss; degree of functional vision (no functional, functional
aided, normal, unknown); visual concerns (acuity, tracking, scanning, visual field/peripheral
vision, nystagmus, strabismus, figure ground, color blindness); visual
preferences/requirements (color, contrast, field); object placement; sensitivity

Background Information: Communication

25 expressive - method/mode:
strengths & limitations; e.g., spoken, vocalizations, signed communication, gestures &
number of gestures, hand/finger pointing, eye pointing, coding, facial expressions, pictures,
scanning, alternative or augmentative communication system; Braille; intelligibility of
communication mode

27 Is communication an area of concern for this student? (participant-added element):
This should be the first question in the communication skills section. If the answer is "yes",
then answers to the rest of the questions in the section become essential. If the answer is "no"
then they become irrelevant

Background Information: Learning/Cognition

28 cognitive skills & abilities:
e.g., identifies receptively, expressively; categorizes, sequences, associates, initiates, follows
simple commands; attends; short-/long-term memory; problem solving; organization;
indication of preferences; integration/assimilation of skills; comprehension (including
listening comprehension); level of object representation; mental ability; learning speed/rate,
difficulties in learning new; learning style; executive functions

29 Is cognition an area of concern for this student? (participant-added element):
This should be the first question in this section. If the answer is "yes", then seeking answers
to subsequent questions is essential. If the answer is "no" then subsequent questions MAY be
largely irrelevant

Background Information: Motor

32 gross motor – mobility:
means in which move within & between environment(s)/travel & satisfaction with; forms
include ambulation, wheeled mobility - dependent (stroller), wheeled mobility - self-
propelling, power mobility - scooter, power chair, alternate controls (non-joystick driving),
e tc.; community access to include private vehicle use and mass transportation

33 gross motor - postural stability:
specific strengths & limitations in a) sitting balance (unsupported seated position), range of
motion, of pelvis, hips, knees, & spine to achieve balanced seating position; b) upper
extremity and head control in balanced sitting position; c) muscle tone, coordination, range
of motion, physical strength & comfort, trunk, neck & head control
34 Are motor abilities [sic] and movement areas of concern for this student? (participant-added element):
   This should be the first question in this section. If the answer is "yes", then seeking answers to subsequent questions becomes very important. If the answer is "no" then the subsequent [sic] questions become largely irrelevant

**Background Information: Tools**

43 technology (no- to high-tech) used in the past & no longer in use (element category):
   e.g., months, percent of day used & outcomes; degree of satisfaction; solutions which have not been effective; reason for discontinued use; behavioral responses; perceived attitude/student's personal perceptions of, interactions with; approach to; parent/caregiver reactions; experiences with devices (battery operated, computer, adaptive); previous adaptations; history; date purchased/obtained and date stopped using; who provided/paid for; what worked, what didn't, & why; characteristics/features/settings/preferences of peripherals - size, number, hand preference, range of motion, spacing, timed response, scanning, layout, representation, target, text; augmentative communication system - symbol set, access, technique; switch use (number, type, size); sensory characteristics; access options; feedback & physical components; student willingness to use

44 technology (no- to high-tech) currently/frequently used (element category):
   e.g., hardware & software used in school, home, work, &/or other location; no-tech to high-tech; tools available for use; strategies to increase student performance; & characteristics/features/settings/preferences of e.g., peripherals - size, number, hand preference, range of motion, spacing, timed response, scanning, layout, representation, target, text; augmentative communication system - symbol set, access, technique; switch use (number, type, size)

**Environments**

36 environments (element category):
   environments in which assessment goals & tasks are to be performed by the student to include home, educational, community, vocational, & leisure; e.g., environmental & contextual assessment; performance demands placed on student by environment; special concerns

**Environments: Natural/Customary**

37 educational environment/school:
   considerations of both physical environment & cultural environment in which student is to perform identified task(s); e.g. support, independence & cooperation of friends/peers & family; status in eyes of peers; social support; attitudinal barriers; access - school, classroom settings, laboratories, library, auditorium, cafeteria, lavatories, hallways, stairs, playground, entrances; physical & architectural barriers

**Tools (technology use)**

41 tools to perform tasks (technology use: no- to high-tech) (element category):
   e.g., general/common, assistive, educational, workplace, healthcare technology interventions; no- to high-tech; device or system; exploration of options; barriers & goals for device
42 student preferences (participant-added element):
Does the student have preferences regarding the type(s) of AT to use?

Tools: Comparison

46 comparison of use of technology (no- to high-tech) (element category):
e.g., assistance required; environmental fit all environments; capabilities & stamina to use
without discomfort, stress, fatigue, adaptation/accommodation; length of expected use;
effectiveness of features in meeting intended outcomes

48 comparison of characteristics/features of technology (no- to high-tech):
e.g., size & portability; access issues, vocabulary access issues; ease of maintenance &
repair; upgrade options; cognitive requirements; requirement of cognitive training or physical
adaptation or customization to fit into routine; availability of training/support; preferences

Recommendations

51 recommendations (element category):
for each identified task (after trial); implications of findings, concerns; devices & services;
characteristics of devices; abilities & skills; summary of behaviors without value judgments;
no tech, low tech, & high tech options with identified characteristics

Recommendations: General

53 features of technology (no- to high-tech) options are based on the student's needs in the
identified environments in performing the identified tasks:
match capabilities of technology to student needs; highlight of "best" matched features; e.g.,
appropriate technological design & capabilities to meet student needs/abilities; criteria -
availability within reasonable time span, portability, durability, reliability, expandability,
flexibility; no restrictions of student's functioning in other areas; support available, academic
relevance, external evaluations on device available, compatibility with hardware & software
in environment, appropriate & comprehensive documentation, ease of repair, ease of
operation, compatibility with other adaptive devices currently in use; manufacturer/vendor -
reasonable price, good training & technical support, loaner/rental available (initial trial &
during repair), adequate warranty; summary of data collected; needs are categorized by
device, personality & preferences, disability, environment & rank; individualized plan
(functional response); appropriate technological design & capabilities to meet student
needs/abilities; ease of use/minimal operational demands; prepares user for future needs;
multiple uses; allows for independent use; compatible with technology home/community;
preferences; access skills; no-tech, low-tech, & high-tech options considered for inclusion in
an AT system for a student with these needs & abilities doing these tasks in these
environments

54 recommendations about tools & strategies are made based on and justified with information
about the student, environment, and the tasks:
e.g., no-tech, low-tech, medium-tech & high-tech options considered for inclusion in an AT
system for a student with these needs and abilities doing these tasks in these environments
**Action Plan**

58 training:
- e.g., training for technical operation, functional use & acceptance/awareness (service providers, including teachers, student, peers, parents); training content (student-specific, technology/device specific, integration of device, support services) follow-up training; provider of training

**Reporting**

62 report date (element added through analysis)

**Assessment**

15 dates of assessment activities:
- to include formal & informal activities such as screenings, observations, assessment activities; time(s) of day; assessment completion date