# **Assistive Technology Consultation**

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| **Date of referral:**  | **District:** |
| **Date of consult:** | **School:** |
| **Student Name:** | **Grade:** |
| **Date of Birth:** | **AT identified person:** |
| **Parent(s) present:** | **Email:** |
| **Parent Email:** |  |
| **Additional team member(s) present:** | **Email(s):** |

Student was referred for an assistive technology consultation to find appropriate supports to assist this student, family and IEP team to address academic and/or communication goals. Assistive technology is required to be considered for every student with an IEP. Assistive technology can include not only software and hardware items, but also low-tech supports such as visual highlighters, adapted/colored paper, or whiteboard writing support. Assistive Technology support can also include standard academic tools if those are determined to be the most appropriate tools needed to serve the needs of the student. These low-tech or no-tech tools and strategies and standard academic tools are often a natural part of a student’s program and are not necessarily a part of TRC’s intervention, as we often offer support that is considered outside the standard support in a classroom setting.

As defined by IDEA, Assistive Technology Service is defined by:

* Evaluation of the needs of a child with a disability
* Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices
* Selecting, designing, fitting, customizing, adapting, applying, retaining, repairing or replacing assistive technology devices
* Coordinating other therapies, interventions, or services with assistive technology devices
* Training or technical assistance for a child with a disability and that child’s family
* Training for professionals who provide services to a child with a disability

Assistive Technology evaluations are a collaborative team decision and follow a SETT format to reach appropriate assistive technology decisions about what tools best serve a student’s academic needs.

1. **Student** - The student’s needs and skills – completed by the IEP team
2. **Environment** - an evaluation of the supports available in both school and home environments
3. **Tasks** – what a student is being asked to do – IEP goals and daily writing/reading tasks
4. **Tools** – what tools are suggested to best serve the student (S) to progress in academic goals (T) in all environments (E)

**STUDENT NEEDS:**

*Information should be included here that outlines student’s skills or pertinent information in all identified areas of need. This information is considered to be applicable for this consultation.*

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Student has the following accommodations as a part of his/her IEP:

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**ENVIRONMENT:**

*Information should be included here involving the school and home environments. These tools and supports are currently available to the student in both locations.*

School Supports and Information:

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Home Supports and Information:

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**TASKS:**

Refer to IEP for current goals in all academic areas. Assistive Technology interventions may address these outlined goals.

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**TOOLS:**

An Assistive Technology Consultation was conducted involving identified IEP team members, the student, and family. At that time, all needs were discussed and possible tools and solutions were identified for trial.

The following tools and/or strategies were discussed and determined to be appropriate for this student at this time:

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Follow up training:

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| Date:Location(s):Notes: |

**Additional Comments:** It is recommended that students and/or staff return to the Technology Center for updates to assistive technology programs as needs arise. This visit does not require a team visit, although additional consultations can be scheduled at any time. As students advance in their programs, frequently assistive technology needs change from year to year and often from semester to semester. The Technology Resource Center wants to be responsive to these needs and act in a timely manner to ensure that all students have appropriate tools to

Open Lab appointments are 45 minute individualized appointments and are available every Wednesday between 2 PM and 6 PM; these appointments can be scheduled online at [www.trcmarin.org/services/open-labs](http://www.trcmarin.org/services/open-labs). Students, families and IEP team members are welcome to schedule as many appointments as they need in order to ensure they are trained and familiar with identified tools.

It is the responsibility of the IEP team to contact TRC if additional assistance is needed.

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