



**Babies Can't Wait
Assistive Technology Assessment Protocol:**

Background Information

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Instructions for Completing the Background Information Form:

The Babies Can't Wait (BCW) Assistive Technology Assessment Protocol supports the philosophy of family-centered care and family empowerment. The purpose of this assessment is to assist families and the child's multidisciplinary team (MDT) in identifying and accessing resources for the procurement of assistive technology needed by the child.

The results of this assessment are intended to help with the identification of effective assistive technology tools for implementing strategies to achieve IFSP outcomes for children and families participating in the Babies Can't Wait Program.

General Information:

Provide general information about the child and the names of the child's multidisciplinary team. Once completed, the child's service coordinator should give this form to the AT Evaluator. Although the form is to be given to the AT Evaluator by the Service Coordinator, the child's entire MDT should be consulted when filling out this information.

Assessment Purpose

Purpose of the Assessment:

The first section on the **Background Information** form asks the multidisciplinary team to check the purposes for which they are requesting an AT assessment. An AT assessment can be requested for any of the reasons listed. The MDT should identify all purposes that apply.

Device or Service Expectations of Assessment by child's multidisciplinary team:

Often, persons seeking an evaluation expect to get certain things back from the evaluation (specific to their immediate needs) which are not readily known to the evaluator. These expectations may not be verbalized or shared. This section is an attempt to pinpoint a number of these specific expectations of the MDT which may be beyond the identified outcomes and strategies from the child's IFSP. Please check all that apply.

Information Specific to the Child

IFSP Outcomes/Goals and Strategies to be Supported by Assistive Technology:

If an IFSP has already been written, the MDT should provide the evaluator with the outcomes/goals and implementation strategies for which this AT evaluation will be used. These outcomes/goals should be related to the developmental domains listed in the BCW Standards. ("Getting an AT assessment" is not a goal/outcome for the child.)

If this AT evaluation is part of the assessment process, an IFSP may not have been written yet. The evaluator should then work with the MDT members to come up with what the expected outcomes/goals and implementation strategies might be. (Please refer to the list of outcomes that are in the BCW AT Assessment *Evaluation Guide*, if you would like examples of possible outcomes/goals.)

Developmental Domains Related to the Child's IFSP Outcomes/Goals:

From the BCW Fiscal Policies...

1. Assistive Technology

A. Devices

- 1) Discussion: Generally, assistive technology (AT) devices supplement the existing skills of the individual with disabilities. These devices are tools which are used to increase a child's functioning in one or more developmental areas (e.g., communication, fine motor, etc.).
...Assistive technology devices may be provided as a part of the child's educational or therapy program or other related services.

As mentioned, in the fiscal policies above, "These devices are tools which are used to increase a child's functioning in one or more developmental areas (e.g., communication, fine motor, etc.)." The MDT members must target all the developmental domains where assistive technology devices will be targeted as "strategy tools."

Potential Obstacles:

This simple checklist looks at some sensory, training, family issues, and/or child behaviors that may effect how the evaluator sets up the evaluation. These same issues may also positively, negatively impact the successful implementation of the assessment recommendations. Please check all that apply. Space is provided for additional information as needed.

Checklist of current Technology used by child:

Inventory of child's team members experiences with assistive technology:

This section is a quick inventory of technology currently being used by the child. It is important for the evaluator to look closely at how much the child is already using assistive technology, to eliminate unnecessary evaluation of items already in place.

Checklist of Child's Activities in Home and Community:

This section is intended to provide the evaluator with a quick look at the child's routines and home environment. This information will be used when recommending technology to be used in multiple sites. Information about the child's living environment is important for space considerations and the number of individuals that might be a part of the child's use of assistive technology at home.

Where is technology be expected to be used?

This chart provides information about possible changes in the child's routine that may effect recommendations and implementation of recommendations for assistive technology. The MDT should consider all sites where assistive technology will be used by the child and family. If an IFSP has not yet been written, possible sites may not be available at the time of the evaluation, but rather become part of the evaluator's recommendations.

Facilitator Expectations

Child's Primary Assistive Technology Facilitators:

Babies Can't Wait (BCW) suggests several individuals who should be part of the child's multidisciplinary team (MDT). These include: family members, service coordinator, early interventionist, early intervention specialists (therapists), nurse, etc. The evaluator is expected to make AT recommendations for the roles and responsibilities for each identified member of the facilitation team, therefore it is critical that the individuals identified in this section are committed to implementing the recommendations. It is also strongly recommended that a family member be one

of these identified facilitators.

Inventory of MDT members' experiences with assistive technology:

A checklist should be completed for each facilitator identified. "No experience, limited experience, and extensive experience" are relative terms and are judged by the person filling out the form. Extensive experience should mean that the individual has used the items listed on a regular basis and feels comfortable with the device. Please check all areas that apply.



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Name of Child to be Evaluated: _____

Age of Child: _____ Date of Birth: _____

Current Diagnosis (if identified): _____

Date of Evaluation Request: _____

Names of Multidisciplinary Team Members (MDT) filling out this form:

Assessment Purpose

Purpose of the Assessment:

(Please check below all the possible purposes for this assessment.)

- To **develop an initial plan** for using assistive technology by the child's multidisciplinary team to accomplish strategies to meet IFSP outcomes;
- To **confirm** child's multidisciplinary team **plan for using assistive technology** systems and choice of possible tools for accomplishing strategies to meet child and family IFSP outcomes;
- To investigate **why current assistive technology** systems are **not working**;
- To assist the child's multidisciplinary team with **better utilization** of the currently used assistive technology;
- To target the use of assistive technology for **additional developmental areas**;
- To determine **needed assistive technology systems to be purchased** and **funding sources**.

Device or Service Expectations of Assessment by Child's Multidisciplinary Team (MDT):

(Please check below all the expectations of the child's MDT.)

- Plan for long-term implementation of assistive technology (1 to 2 years);
- Plan for short-term implementation of assistive technology (6 months or less);
- Resources for funding assistive technology;
- Training requirements/options for chosen assistive technology;
- Development of strategies for using assistive technology;
- Identified maintenance needs, repair possibilities, support systems;
- Identification of local or regional vendors or catalogs;
- Identification of family members, service providers who are currently using recommended assistive technology;
- Identification of interim technology and strategies while permanent technology funding is being sought;
- Other: _____

Information Specific to the Child

IFSP Outcomes/Goals and Strategies to Be Supported by Assistive Technology:

(Please write all of the outcomes/goals and implementation strategies for which this AT evaluation will be used to accomplish. Use additional sheets as needed.)

Outcome/Goal:

Strategies:

Developmental Domains Related to the Child's IFSP Outcomes/Goals:

Under which developmental domains are assistive technology devices being targeted as strategy tools? (Check all that apply.)

- Cognitive (learning, play)
- Physical, including vision and hearing (mobility, accessibility)
- Communication
- Social or emotional (social interactions, inclusion)
- Adaptive (self-care, eating, toileting, dressing)

Potential Obstacles:

List all potential obstacles which may make the use of assistive technology by the child, family, or team members difficult:

- Child has a visual impairment. _____
- Child has a hearing impairment. _____
- Child has a physical impairment. _____
- Family has little or no experience with assistive technology. _____
- Siblings need to be part of the environment. _____
- Child is distractible. _____
- Child is active. _____
- Child's medical status includes significant medical needs requiring medication, hospital stays, etc. _____
- English is not the family's primary language; an interpreter is needed. _____
- Other: _____

Checklist of Current Technology Used by Child:

If child is currently using assistive technology, please check below those things he/she is currently using:

- Uses plate switches to turn on toys and other appliances
- Uses computer or computer-like devices (Nintendo, etc) to
 - to learn
 - communicate
- Uses computer

- Uses alternative keyboards such as
 - touch tablet (i.e., Intellikeys, PowerPad)
 - touch screen (i.e., TouchWindow)
 - alternative mouse (i.e., trackball)
- Uses a dedicated communication device
 - single message (tape recorder, BigMack, etc.)
 - multiple messages (WOLF, SpeakEasy, Voice-in-a-Box, etc.)
- Uses adaptive positioning (seating, etc.)
- Uses adaptive stroller/wheelchair (i.e., safety travel chair) for transportation purposes
- Uses homemade adaptations
 - velcro
 - enlarged puzzle knobs
 - grippers
- other: _____

Checklist of Child's Activities in Home and Community: (Please check all of the activities that the child is currently involved in.)

- physical therapy ___ times per week
- occupational therapy ___ times per week
- speech therapy ___ times per week
- special instruction (BCW)
- daycare schedule between ___ am and ___ pm daily
- other activities: _____ Frequency: _____

- Child lives in:
- house
 - apartment

List number of members living in home:
 ___ primary caregivers (parents, grandparents) ___ siblings ___ extended family (aunts, uncles, cousins)

Where The Technology is Expected to be Used:

Environments	Current Sites	Possible Sites
home		
hospital		
medical settings		
other:		
Services:	Current Sites	Possible Sites
daycare		
special centers		
physical therapy		
occupational therapy		
speech therapy		
special instruction		
other:		

Facilitator Expectations

Child's Primary Assistive Technology Facilitators:

List up to three people from the child's multidisciplinary team who will be targeted for assisting the family with the use of assistive technology.

Name: _____ Role: _____
Name: _____ Role: _____
Name: _____ Role: _____

**Inventory of MDT members' experiences with assistive technology:
(Please check the experience level for each person identified above.)**

Team Member 1:

	No experience	Limited experience	Extensive Experience
use plate switches with adaptive toys			
use simple single message communication devices (tape recorders, etc.)			
use multiple message communication devices			
have program experience with communication devices			
use velcro and simple stabilizing techniques with toys, materials, etc.			
use computers to play learning games with no adaptations			
use computer alternative input systems (touch tablets, touch screens, etc.)			
use disability-related computer utility programs to adapt software (Click-It, Ke:nx)			

Team Member 2:

	No experience	Limited experience	Extensive Experience
use plate switches with adaptive toys			
use simple single message communication devices (tape recorders, etc.)			
use multiple message communication devices			
have program experience with communication devices			
use velcro and simple stabilizing techniques with toys, materials, etc.			
use computers to play learning games with no adaptations			
use computer alternative input systems (touch tablets, touch screens, etc.)			
use disability-related computer utility programs to adapt software (Click-It, Ke:nx)			

Team Member 3:

	No experience	Limited experience	Extensive Experience
use plate switches with adaptive toys			
use simple single message communication devices (tape recorders, etc.)			
use multiple message communication devices			
have program experience with communication devices			
use velcro and simple stabilizing techniques			

with toys, materials, etc.			
use computers to play learning games with no adaptations			
use computer alternative input systems (touch tablets, touch screens, etc.)			
use disability-related computer utility programs to adapt software (Click-It, Ke:nx)			