

BCW Assistive Technology Plug-In



The following is a list of key words that are typically found in behavior checklists and curriculum-based tools. Based on observations made during the administration of these measures, check those accommodations that will help the child be more successful in his/her daily routines within the natural environment. (NOTE: Most of the accommodations listed below can be done in the home with household items or can be secured from the local BCW Lending Library.)

Date: _____ Child's Name: _____

Used with which tool(s)/procedure(s): _____

Evaluator(s): _____

Key words:	Accommodation Recommended:	Observe for:
Fine Motor Domain	Suggested evaluation supports: fencing, rug/shelf grip, velcro, plate switches, battery toys, large handle shape pieces, built-up eating utensils. glue gun for creating raised edges	
<u>HANDLING:</u> grasp (small, large items) pull (pull toy, cloth) reach (toward objects) swipe (at objects)	___ objects need to be stabilized so as not to move easily (non-slip surface) ___ needs fence to reduce reach area ___ needs items fabricated to assist grasping, holding (built-up, strapped)	- how child is positioned - child's understanding of task expectations - child's sensory preference
<u>MANIPULATION:</u> activate (turn on) explore (search) poke (hole) remove (cloth, cover) turn (knob, page)	___ needs stiff pages for books and/or pages separated for easy turning ___ needs alternative ways to activate such as switch activated toys ___ needs edges on flat surfaces raised/accentuated (raised border)	- child's dominant side - child's visual/auditory field and ability to focus - child's humor - child's distractibility
<u>PLACEMENT:</u> stack (blocks) fit together (shapes) insert (into container) build (blocks) string (beads) scribble draw	___ needs raised borders on surfaces ___ needs writing utensils built-up or adapted to assist with holding ___ needs shape pieces with handles for easier pick up ___ needs low bench for floor activities ___ needs objects backlit or textured for locating	- ability to use hands, arms independently - distance of objects to child

Keywords:	Accommodation Recommended:	Observe for:
Communication-Social Domain	Suggested evaluation supports: adapted toys, choice boards, communication vest, single message AAC device (tape recorder w/ loop tape, CheapTalk, etc)	
<u>RECEPTIVE:</u> turns to speech/noise locates objects/people carries out directions	___ needs choice board for easier selecting ___ needs eye gaze frame for attaching objects and pictures	- how child is positioned - child's understanding of task expectations - child's sensory preference
<u>EXPRESSIVE:</u> vocal exchanges gains/directs attention points labels action/descriptive words negate protest indicates yes/no greet asks/requests action-object-location agent-action-object shows objects	___ needs simple single/multiple message device with speech output ___ needs choice board system for pointing/selecting ___ needs signaling system (buzzer, bell, recorded voice) ___ needs adaptive input for simple AAC device (switch activation) ___ needs mounting/stabilizing system for communication system ___ needs stimulus(light, vibration, action) paired with AAC device	- child's visual/auditory field and ability to focus - child's humor - child's distractibility - how child points or selects - family games used in home
Keywords:	Accommodation Recommended:	Observe for:
Social Domain	Suggested evaluation supports: adapted toys, choice boards, communication vest, velcro, simple single/multi-message AAC device	
Imitates responds maintains exchanges entertains self self directs plays games takes turns	___ needs simple single/multiple message device with speech output ___ needs choice board system for pointing/selecting ___ needs signaling system (buzzer, bell, recorded voice) ___ needs adaptive input for simple AAC device (switch activation) ___ needs mounting/stabilizing system for communication system ___ needs adapted toys	child's understanding of task expectations - child's sensory preference - family games used in home - child's humor - child's distractibility - how child points or selects

Keywords:	Accommodation Recommended:	Observe for:
Adaptive/Self Help Domain	Suggested evaluation supports: built-up utensils, adapted cup, rug/shelf grip, adapted bowl/plate, simple velcro clothing (shirt, pants)	
<u>FEEDING:</u> finger feeds drinks from cup uses utensils	<input type="checkbox"/> needs fabricated or built-up eating utensils <input type="checkbox"/> needs adapted cup <input type="checkbox"/> needs eating surface stabilized <input type="checkbox"/> needs utensils tethered	<ul style="list-style-type: none"> - child's understanding of task expectations - child's food preferences - child's visual/auditory field and ability to focus
<u>HYGIENE/TOILETING:</u> Initiates indicates	<input type="checkbox"/> needs signal system for indicating need <input type="checkbox"/> needs AAC device to express needs, wants	<ul style="list-style-type: none"> - child's ability to grasp objects - child's distractibility - how child points
<u>DRESSING:</u> takes off	<input type="checkbox"/> needs velcro fasteners <input type="checkbox"/> needs customized clothing	<ul style="list-style-type: none"> - how child is positioned
Keywords:	Accommodation Recommended:	Observe for:
Cognitive Domain	Suggested evaluation supports: adapted toys/ switch, single/multi-message AAC device, communication vest, bench	
<u>VISUAL:</u> tracks gazes looks at locates	<input type="checkbox"/> needs customized lighting in room (background dimmed, color lights) <input type="checkbox"/> needs visual paired with sound <input type="checkbox"/> needs backlit surface to accentuate objects	<ul style="list-style-type: none"> - child's understanding of task expectations - child's visual/auditory field and ability to focus
<u>CAUSALITY:</u> activates acts on reproduces desire to continue	<input type="checkbox"/> needs adapted toys (switch) <input type="checkbox"/> needs single/multi-message AAC device for expressing "more" <input type="checkbox"/> needs low bench or inclined surface	<ul style="list-style-type: none"> - child's humor - child's distractibility - how child points or selects
<u>IMITATION:</u> motor action words vocalizations	<input type="checkbox"/> needs adapted toys (switch) <input type="checkbox"/> needs single/multi-message AAC device for expressing words <input type="checkbox"/> needs recorded vocalizations and way to activate recording	<ul style="list-style-type: none"> - how child is positioned - what motivates child - child's attention span
<u>PROBLEM SOLVING:</u> retains (keeps objects) uses objects functionally navigates barriers uses strategies to solve	<input type="checkbox"/> objects need to be stabilized so as not to move easily <input type="checkbox"/> need fence to reduce reach area <input type="checkbox"/> needs items fabricated to assist grasping, holding (built-up, strapped)	

<p><u>PRE-ACADEMIC:</u> stack categorizes group by function group by size, shape, color match pictures/objects one-to-one compares</p>	<p>___ needs choice board system ___ needs single/multi-message AAC device ___ needs items fabricated to assist grasping, holding (built-up, strapped) ___ objects need to be stabilized so as not to move easily ___ needs objects tethered ___ need table surface slanted,modified</p>	
Keywords:	Accommodation Recommended:	Observe for:
Gross Motor Domain	Suggested evaluation supports: weighted ride-on toys, supports (pillows, boppy, towels, etc.), adapted chairs, floor sitters, bench	
<p>holds head move body parts rolls crawls sits balanced pulls to stand sits in chair walks stoops climbs stairs jumps rides toys avoids obstacles catches/throws</p>	<p>___ needs quick, mobile supports for balance in sitting. ___ need low bench for floor activities ___ need weighted objects to walk behind and push ___ need furniture to be weighted to pull-up on or climb-on ___ need weighted ride-on toys</p>	<ul style="list-style-type: none"> - child's balance capabilities - how child is positioned - child's understanding of task expectations - child's dominant side - child's visual/auditory field and ability to focus - child's ability to change levels

Recommend that a more extensive AT Assessment be done: Yes No

Comments:

Evaluator Signature

Date

Evaluator Signature

Date