

Babies Can't Wait Assistive Technology Protocol

Child's Name: _____ DOB _____ Age: _____

Name of Evaluator: _____ Date of Assessment: _____

1. **Based on review of the outcomes in the current IFSP, the following areas were assessed to determine the most appropriate support tools/AT for the child (check all that apply):**

Communication Aids for optimizing the child's ability to:

- seek attention from others;
- request objects or actions in environment;
- express protest or initiate preferences in situations;
- greet peers and adults;
- respond to other's requests for information;
- seek information through questioning or requesting;
- use and build new vocabulary/symbolic representations.

Learning Aids for optimizing the child's ability to:

- increase understanding of cause and effect situations;
- expand discrimination, association, and classification concepts;
- develop one-to-one correspondence;
- do more efficient problem-solving;
- practice and improve memory;
- use objects functionally.

Self-Help Aids for optimizing the child's ability to:

- be more independent in eating, dressing, and toileting;
- use self-help tools functionally (cup, eating utensil).

Mobility Aids for optimizing the child's ability to:

- be more stable;
- be more independent with communication, learning, and social situations.

Social/Play Aids for optimizing the child's ability to:

- play independently through the use of accessible toys;
- make choices about play activities;
- be a contributing member of play situations with peers and adults.
- improve imitation skills from modeling adults and peers;
- interact with peers and adults within natural environment

Other - please list

2. Check the behaviors below that may impact the successful use of support tools/AT by the child:

Attention Span:

Length of activities using support tools/AT need to be approximately _____ minutes

The child prefers support tools/AT that is paired with

- visual prompts
- auditory prompts
- vibratory/textured prompts
- action

Child's Focus:

Child requires the following prompting or reinforcement to maintain focus on task.

verbal prompts (specify): _____

physical prompts (specify): _____

other (specify): _____

Distractibility:

The child is distracted by other:	visual	auditory	activities in the room.
The child can be easily redirected?	yes	no	

Motivation:

- Child is persistent.
- Child reacts to emotions of others.
- Child responds to adult approval.
- Child attempts to self correct.

Humor:

- Child responds differently to different people.
- Child smiles/laughs at absurd, silly names/games (e.g., mis-naming of a sibling, animal).

3. **Switch Access Systems:**

Child needs to use switches as an accommodation tool to be successful within his/her natural environment.

N/A (go to #4)

Features needed for successful use---check all that apply:

Type

large switch surface	pull	1/8" plug (miniature)
small switch surface	squeeze	1/4" plug (standard)
on/off	light touch	1/16" plug (sub-miniature)
momentary	timed	other type switch _____

Feedback

- switch that lights when activated
- switch that vibrates when activated
- switch that make a noise when activated
- other _____

Mounting/Stabilization Needs

switch needs to upright/vertical
clamping system for wheelchair/table

secured to table surface so it will not move
other _____

Interfaces

timer module

other device to activate switch (stick, block, etc.) _____

latching module _____

Placement of switch

child's right hand
child's left hand

child's head
child's feet

other _____

Needs:

- child needs similar switches in all natural environment settings
- child needs a selected switch to travel across settings
- child needs switch cords to be out of reach
- child needs to understand that a switch turns on things
- child needs to be more consistent with hitting switch
- child needs practice repeating switch hits
- child needs practice hitting switch on cue
- child needs practice using switch to scan choices (better anticipation of hit)
- other: _____

Comments:

4. AAC Access Systems:

Child needs to use an AAC device as a support tool to be successful within his/her natural environment.

N/A (go to #5)

Features needed for successful use---check all that apply:

Messages or number of choices:

- | | |
|--------------------------|-----------------------------------|
| single message or choice | 5-12 messages or choice |
| 2-4 messages or choice | 13 and higher messages or choices |

Type of Display/Choices

real objects

line drawings/picture symbols

auditory scan

photos

textured surfaces

Output of Device

recorded/programmed speech

light

programmable picture display

sound

Child Selection Method

finger/hand pointing

light pointing

switch selection

eye gaze

auditory scanning

light scanning

pointer scanning

Needs

child needs training on understanding relationship between selecting symbol message and effect

child needs training to understand choice making

child needs training on stopping at selected targets during scanning

child needs training on initiating use of communication device

child needs training on navigating message/symbol choices

child needs AAC users as models in natural environment

words/phrases need to be identified to be used with system

strategies and activities need to be identified for practice opportunities to use AAC

Other: _____

Comments:

5. Environmental Control/Daily Living Systems:

Child needs to use environmental control systems as an accommodation tool to be successful within his/her natural environment.

N/A (go to #6)

Features needed for successful use: Check all that apply:

Types of Environmental Control

switch interface for electrical appliances (stereo, TV, blender, fan, lamp)

switch interface for battery appliances (toys, radios, tape recorders)

attention-getting signal device (buzzer, bell, single message AAC)

Table Activity Needs

non-slip/grip surface (rug grip, velcro, clamps)

built-up utensils (crayons, eating tools, toy handles)

raised edges/fence to contain items

adjustable slant table
backlight for viewing items
tethering system for keeping items within reach
adjustable benches for floor activities
mounting system for dangling items or placing in space
stiff-page books with page separators (page fluffers)

Self-Help Needs

velcro for easier taking off
attention-getting signal device (buzzer, bell, single message AAC)
built-up utensils
non-slip/grip surface

Other Needs

adjustable lighting in natural settings
portable, stable seating systems (please refer to PT or OT for specifics)
textured surfaces on items
child needs training to operate appliances appropriately

Comments:

6. Computer Aids and Software Systems:

Child needs to use a computer learning systems as an accommodation tool to be successful within his/her natural environment.

N/A (go to #7)

Child currently has in his/her home: windows computer macintosh computer

Features needed for successful use: Check all that apply

Input Devices

child needs an adapted switch trackball to interact with computer software
child needs a TouchWindow to interact with computer software
child needs a touch tablet with overlays to interact with computer software (Intellikeys, Muppet Keys, Key Largo, other _____)
child need keyguard to help direct key placement
child needs larger trackball
child needs pointer to hit keys, reach TouchWindow, reach touch tablet

Software Utilities

child needs switch adapted utility software (Click-it) to adapt computer software for switch use.
child needs a screen enlarger software

child needs cursor enlarged for software use
child needs software to redefine the keyboard (Ke:nx)

Other

child needs external speakers to adjust sounds
child needs textured/color cues for keyboard/TouchWindow selections
child needs adjustable table for appropriate seating for computer activities
child needs mounting system for input devices (switch, touch tablet, keyboard, trackball)
child needs appropriate software that can be switch adapted
child needs real objects to be paired with computer software activities
child needs to learn mouse behaviors (point and click, dragging, etc.)

Comments:

7. Recommendations

Include a description of strategies/activities that will assist the child's family and service providers in using the recommended support tools/AT in the natural environment with the child, as well as resources that can help:

Strategies/Activities:

1.

Resources/People:

Description of necessary training in order for the child, family, and service providers to appropriately utilize recommended support tools/AT (how to use the device, repair/maintenance, learning how to position devices, etc.):

Training Needs:

1.

Resources/People (who needs to be trained):

Additional Recommendations:

8. Support Tools/Assistive Technology Devices Recommended (Duplicate this page as needed):

Name of Product: _____

Manufacturer: _____

Customization Needed: _____

Approximate Cost (If device needs to be purchased): _____

Source: BCW Lending Library Vendor Loan Provider Loan

Purchase/Lease

Comments:

Name of Product: _____

Manufacturer: _____

Customization Needed: _____

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Comments:

Evaluator Signature

Date