Wisconsin Assistive Technology Initiative

Student Information Guide for Self Determination and Assistive Technology Management

Name:_____ Date:_____

Assistive Technology Currently Being Used:_____

(Complete a separate checklist for each type of assistive technology, especially if student has varying skill levels associated with specific assistive technology.)

Skill Demonstration:	Never	With Assistance	Independent	N/A
PROBLEM SOLVING SKILLS				
Student is able to:				
understand and explain strengths and weaknesses				
differentiate wants and needs				
make choices				
consider multiple options and consequences				
identify and contact resources such as social services, consultants and therapists				
understand legal rights and how and when to obtain those rights				
persevere when others don't follow through				
COMMUNICATION SKILLS				
Student is able to:				
initiate communication				
request clarification and information				
ask for assistance (when, where, who, and what to say)				
communicate clear messages				
explain the disability, and needed accommodations				
check for listener's understanding				
successfully repair communication breakdowns				
access and use phone				
access and use internet/written communication				

Skill Demonstration:	Never	With Assistance	Independent	N/A
AT DEVICE SPECIFIC SKILLS				
Student is able to:				
set up the AT hardware or software				
tell another how to set up the AT				
identify environmental accommodations needed to use the device				
turn on/off options as needed				
program the device and back up, if needed				
request new features, set ups, options, messages, etc.				
determine when usage of AT is not appropriate or needed				
determine when different AT may be needed				
obtain supplies needed for AT device (batteries, tapes, etc...)				
utilize low tech/no tech back up for AT				
AT MANAGEMENT SKILLS				
Student is able to:				
recognize when AT is malfunctioning				
trouble shoot simple problems				
identify sources of technical assistance/repair				
contact sources of technical assistance/repair				
ship/take AT to source of repair				
identify sources of funding for repair				
apply for/request funding assistance				
request/obtain back up for AT during repair				
access and use emergency backup plan when device is not available				
GOAL SETTING SKILLS:				
Student is able to:				
set realistic goals for himself/herself in general				
set realistic goals for use of assistive technology				
follow through on goals when set				
monitor progress toward goal(s)				
reflect on and evaluate progress toward goal(s)				
lead a discussion about goals				