

Report Writing: Consistent, Clear Communication of AT Needs
Closing the Gap 2007
John Laskarzewski and Lauri Susi

Components of an Assistive Technology Assessment Reports

Section 1: Student Background and Evaluation Process

Basic student information

- Purpose of evaluation
- Reason for referral
- Tasks student needs to be able to do
- Environment in which task needs to be conducted
- Goals and objectives in which AT is being considered

Brief narrative related to the need for AT in the above areas

- Keep narrative focused on specific need for AT
- Reference important assessments and documents but do not restate all the specifics
- Provide brief information as to present level of performance in the goal area
- Provide information on present accommodations, modifications, adaptations and strategies

Method of evaluation

Summary of parent and teacher interviews and/or surveys

Section 2: Student Performance

- Present Level of Performance
- Data from key assessments
- Data from curriculum based assessments
- Demands of the tasks
 - Acquired by staff
 - Acquired during observations
 - During evaluation
 - Include baseline data with and without AT
- Demands of Tools
 - Presently available
 - Past AT solutions
 - Explored during the evaluation

Section 3: Evaluation Findings

- Report on all areas related to the purpose for THIS evaluation and the solutions considered to address student need
- Comparison of tools explored during the evaluation
 - Clearly display and compare solutions access and/or trialed
 - Use a comparison table listing key features
 - Include data collected on key features for comparison
- Identify behaviors that may positively and negatively impact implementation

Section 4: Analysis, Recommendations, and Summary

- Analysis of information presented in previous sections
 - Supports recommendations
 - Leads into recommendations
- Recommendations
 - Describe AT solution
 - Any recommended low, mid to high tech device
 - Any recommended software
 - Any strategies for use
 - Any additional services or modifications to services
 - Identify environment for initial implementation
 - Describe conditions and expectations for implementation
 - Identify Training for student, staff and parents
 - Operational
 - Strategic
 - Identify Expected Outcomes
 - Method and type of data collections
 - Identify follow-up time
 - Period immediately following implementation
 - Helps initiate a time period to begin implementation
 - Identify follow-along reporting times
 - Reporting and monitoring that take place over a longer period of time
 - Important due to changes in the demands of the tasks and environments as well as changes in student's ability
 - Ensures ongoing measurement of outcomes
 - Summary Paragraph
 - State whether or not AT is required
 - Provide additional contact information

Technology Assistance in AT Report writing

Create your own template

- MS Word using the forms toolbar (see included directions)
 - Pros: readily available, minimal training to implement
 - Drawbacks: cannot manage student data, each file must be saved separately
- Data bases
 - Can manage multiple student data
 - Can search for data

AT:Report

- Stand-alone version on a shared computer or laptop
- Run with FileMaker Pro for network access
- Additional information at www.spotlightonlearning.com

