



Consideration

Initial Annual Three-Year

University of Kentucky Assistive Technology (UKAT) Project

Student Name: Robin Perch DOB/Age: 6/12/89 - 12 yrs School/District: Fayette Co. Date: 10/20/01

Parent(s): Elizabeth and Ed Perch Home Phone: 123-456-7890 Teacher: Mary Stacey

Work Phone: 123-666-3219 Team Leader: Aune Browne

Address: 4954 Main St. Grade: 6 Placement: Severe Disabilities/ Team Leader Phone: 123-799-1221

Lexington, KY 40506 School Phone: 123-799-1221 Resource ext. 100

Interdisciplinary Team Members	Name	Contact Information (i.e., phone number & best time to call)
Special Educator (SE)	Mary Stacey	
General Educator (GE)	Aiesha Washington	
General Educator (GE)	Ram Strong	
Instructional Assistant/Aide	Aune Browne	
AT Specialist (ATS)		
Rehabilitation Engineer (RE)		
Speech Language Pathologist (SLP)	Larry Peabody	
Occupational Therapist (OT)	Jill Martin	
Physical Therapist (PT)		
Adaptive Physical Education (APE)		
School Psychologist	John Thompson	
School Nurse		
Medical Specialist		
Administrator	Dick Johnson	
Peer		
IEP Chairperson	Lee Wong	
Other:		



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Student Name: Robin Perch

Date: 1/12/11

Consideration Options/Actions Steps Based on Consideration Options

- 1. AT is not used; not needed – Continue IEP process
- 2. AT is not used; may be needed – Collect *Pre-Assessment Profile* data
- 3. AT is used; meeting current needs – Document AT in IEP
- 4. AT is used; not meeting current needs – Collect/Review/Update *Pre-Assessment Profile* data
- 5. AT is not used; may be needed – Review/Update *Pre-Assessment Profile* data

As a team, determine the demand(s) per each functional area, identify the appropriate Consideration Option/Action Step (above) for each demand, then designate a target completion date for appropriate Action Steps.

Functional Areas	Demands (all or part of a task) student is <u>unable</u> to successfully perform without assistance.	Consideration Options/Action Steps	Target Completion Date
Existence (Activities of Daily Living): Eating; grooming; dressing; elimination; hygiene...		<input checked="" type="checkbox"/> No concerns in this area.	1
Communication: Oral and written expression; seeing, hearing, & understanding; social interaction...	Requesting items from unfamiliar persons in appropriate environment	<input type="checkbox"/> No concerns in this area.	2 1/15/11
Body Support, Protection, & Positioning: Standing; sitting; alignment; stabilizing; preventing injuries...		<input checked="" type="checkbox"/> No concerns in this area.	1



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Functional Areas	Demands (all or part of a task) student is unable to successfully perform without assistance.	Consideration Options/Action Steps	Target Completion Date
Travel & Mobility: Crawling; walking; using stairs; transferring; navigating...		1	
Environmental Interaction: Remotely controlling equipment; accessing facilities...		<input checked="" type="checkbox"/> No concerns in this area.	
Education & Transition: Accessing curriculum; preparing for new environments; participating in creative & performing arts...	Turning on/off radio or CD player	2	10/15/01
Sports, Fitness, & Recreation: Participating in individual and group play; leisure activities; sports; exercise; games; hobbies...		<input checked="" type="checkbox"/> No concerns in this area.	
		<input checked="" type="checkbox"/> No concerns in this area.	

We have considered the use of AT and documented it in the IEP:

Team Member Signatures

Mary Stacey

Anne Beane

John Thompson

Team Member Signatures

Larry Peabody

Sick Johnson

Sue Wong

Team Member Signatures

Jill Martin

Aesha Washington

Dan Strong

Team Member Signatures

Elizabeth Park

NEXT STEPS: Complete Action Steps.

UKAT Toolkit: 6.14.02

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Definitions of Functional Areas

Problems in **Existence** (Activities of Daily Living) are associated with the functions needed to maintain oneself. Solutions may include adapted utensils, dressing aids, adapted toilet seats, toilet training, and occupational therapy services.

Problems in **Communication** are associated with the functions needed to understand spoken language, process, and express information, and to interact socially. Solutions may include, hearing amplifiers, captioned video, speech aids, sign language training, magnifiers, picture boards, writing and drawing aids, pointers, alternative input and output devices for computers, social skills training and speech/language pathology services.

Problems in **Body Support, Protection, & Positioning** are associated with the functions needed to stabilize, support, or protect a portion of the body. Solutions may include prone standers, furniture adaptation, support harnesses, stabilizers, slings, headgear, and physical therapy services.

Problems in **Travel & Mobility** are associated with the functions needed to move within environments. Solutions may include, wheelchairs, scooters, hoists, cycles, ambulators, walkers, crutches, canes, orientation and mobility training services, and physical therapy services.

Problems in **Environmental Interaction** are associated with the functions needed to perform activities across environments. Solutions may include the use of switches to control equipment, adapted appliances, ramps, automatic door openers, modified furniture, driving aids and rehabilitation engineering services.

Problems in **Education & Transition** (including Cognition) are associated with the functions needed to participate in learning activities and to prepare for new school settings or post-school environments. Solutions may include adapted instructional materials, educational software, computer adaptations, community-based instruction, art therapy, music therapy, and other related services.

Problems in **Sports, Fitness, & Recreation** are associated with the functions needed to participate in individual or group sports, play, hobby and craft activities. Solutions may include modified rules and equipment, Special Olympics, adapted aquatics, switch-activated cameras, Braille playing cards, and adapted physical education services.

Examples provided on this page of this guide are illustrative only, and are not meant to be exhaustive.