



Knowledge & Skills Survey

University of Kentucky Assistive Technology (UKAT) Project

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Survey of AT Knowledge & Skills for Guiding Professional Development For School Personnel, Students Using AT, and Their Parents

Your role on the IEP/Assistive Technology team:

- Student Spec. Educator Medical Spec. Spec. Ed. Admin.
 Parent SLP General Educator General Ed. Admin.
 Facilitator PT School Psyc. Assessment Specialist
 AT Specialist OT Other: _____

Primary disabilities of students you provide AT services to: _____
Students with moderate and severe cognitive disabilities.

Have you had formal training in assistive and instructional technology? Yes No

Please rate your level of expertise in each of the following areas. A rating of "1" indicates no expertise and "5" indicates that you are an expert in that area.

Principle I: Foundations	Expertise				
	Least	→			Most
1. Concepts and issues related to the use of technology in education and other aspects of our society.	1	2	<u>3</u>	4	5
2. Articulate a personal philosophy and goals for using technology in special education.	1	2	<u>3</u>	4	5
3. Use technology-related terminology in written and oral communication.	1	<u>2</u>	3	4	5
4. Describe legislative mandates and governmental regulations and their implications for technology in special education.	1	<u>2</u>	3	4	5

Principle II: Development and Characteristics of Learners	Expertise				
	Least	→			Most
5. Impact of technology at all stages of development on individuals with exceptional learning needs.	1	2	<u>3</u>	4	5

Principle III: Individual Learning Differences	Expertise				
	Least	→			Most
6. Issues in diversity and the use of technology.	1	<u>2</u>	3	4	5



Principle IV: Instructional Strategies	Expertise				
	Least	→	Most		
7. Identify and operate instructional and assistive hardware, software, and peripherals.	1	<u>2</u>	3	4	5
8. Provide technology support to individuals with exceptional learning needs who are receiving instruction in the general education setting.	1	<u>2</u>	3	4	5
9. Arrange for demonstrations and trial periods with potential assistive or instructional technologies prior to making purchase decisions.	1	2	<u>3</u>	4	5

Principle V: Learning Environments/Social Interactions	Expertise				
	Least	→	Most		
10. Procedures for the organization, management, and security of technology.	1	<u>2</u>	3	4	5
11. Ergonomic principles to facilitate the use of technology.	1	2	<u>3</u>	4	5
12. Evaluate features of technology systems.	1	<u>2</u>	3	4	5
13. Use technology to foster social acceptance in inclusive settings.	1	2	<u>3</u>	4	5
14. Identify the demands of technology on the individual with exceptional learning needs.	1	2	<u>3</u>	4	5

Principle VI: Language	Expertise				
	Least	→	Most		
15. Procedures for evaluation of computer software and other technology materials for their potential application in special education.	1	<u>2</u>	3	4	5
16. Use communication technologies to access information and resources electronically.	1	2	3	<u>4</u>	5

Principle VII: Instructional Planning	Expertise				
	Least	→	Most		
17. Procedures for evaluation of computer software and other technology materials for their potential application in special education.	1	<u>2</u>	3	4	5
18. Funding sources and processes of the acquisition of assistive technology devices and services.	<u>1</u>	2	3	4	5
19. National, state, or provincial PK-12 technology standards.	1	2	3	<u>4</u>	5
20. Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.	1	<u>2</u>	3	4	5
21. Identify elements of the curriculum for which technology applications are appropriate and ways they can be implemented.	1	2	<u>3</u>	4	5
22. Identify and operate software that meets educational objectives for individuals with exceptional learning needs in a variety of educational environments.	1	<u>2</u>	3	4	5
23. Design, fabricate, and install assistive technology materials and devices to meet the needs of individuals with exceptional learning needs.	<u>1</u>	2	3	4	5
24. Provide consistent, structured training to individuals with exceptional learning needs to operate instructional and adaptive equipment and software until they have achieved mastery.	1	2	<u>3</u>	4	5

Principle VII: Instructional Planning (continued)	Expertise				
	Least	→			Most
25. Verify proper implementation of mechanical and electrical safety practices in the assembly and integration of the technology to meet the needs of individuals with exceptional learning needs.	1	<u>2</u>	3	4	5
26. Develop and implement contingency plans in the event that assistive or instructional technology devices fail.	1	<u>2</u>	3	4	5
27. Develop specifications and/or drawings necessary for technology acquisitions.	<u>1</u>	2	3	4	5
28. Write proposals to obtain technology funds.	<u>1</u>	2	3	4	5

Principle VIII: Assessment	Expertise				
	Least	→			Most
29. Use of technology in the assessment, diagnosis, and evaluation of individuals with exceptional learning needs.	<u>1</u>	2	3	4	5
30. Match characteristics of individuals with exceptional learning needs with technology product or software features.	1	<u>2</u>	3	4	5
31. Use technology to collect, analyze, summarize and report student performance data to aid instructional decision-making.	1	2	<u>3</u>	4	5
32. Identify functional needs, screen for functional limitations and identify if the need for a comprehensive assistive or instructional technology evaluation exists.	1	2	3	<u>4</u>	5
33. Monitor outcomes of technology-based interventions and reevaluate and adjust the system as needed.	1	2	<u>3</u>	4	5
34. Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.	1	<u>2</u>	3	4	5
35. Work with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.	1	2	<u>3</u>	4	5
36. Identify placement of devices and positioning of the individual to optimize the use of assistive or instructional technology.	1	2	<u>3</u>	4	5
37. Examine alternative solutions prior to making assistive or instructional technology decisions.	1	2	<u>3</u>	4	5
38. Make technology decisions based on a continuum of options ranging from no technology to high technology.	1	<u>2</u>	3	4	5

Principle IX: Professional & Ethical Practice	Expertise				
	Least	→			Most
39. Equity, ethical, legal, and human issues related to technology use in special education.	1	2	<u>3</u>	4	5
40. Organizations and publications relevant to the field of technology.	<u>1</u>	2	3	4	5
41. Maintain ongoing professional development to acquire knowledge and skills about new developments in technology.	1	<u>2</u>	3	4	5

Principle IX: Professional & Ethical Practice (continued)	Expertise				
	Least	→			Most
42. Adhere to copyright laws about duplication and distribution of software and other copyrighted technology materials.	1	2	3	<u>4</u>	5
43. Advocate for assistive or instructional technology on individual and system change levels.	1	<u>2</u>	3	4	5
44. Participate in activities of professional organizations relevant to the field of technology.	1	<u>2</u>	3	4	5

Principle X: Collaboration	Expertise				
	Least	→			Most
45. Roles that related services personnel fulfill in providing technology services.	1	2	<u>3</u>	4	5
46. Guidelines for referring individuals with exceptional learning needs to another professional.	1	2	<u>3</u>	4	5
47. Conduct in-service training in applications of technology in special education.	<u>1</u>	2	3	4	5
48. Refer team members and families to assistive and instructional technology resources.	<u>1</u>	2	3	4	5
49. Collaborate with other team members in planning and implementing the use of assistive and adaptive devices.	1	<u>2</u>	3	4	5
50. Instruct others in the operation of technology, maintenance, warranties, and trouble-shooting techniques.	<u>1</u>	2	3	4	5