

Assistive Technology Framework

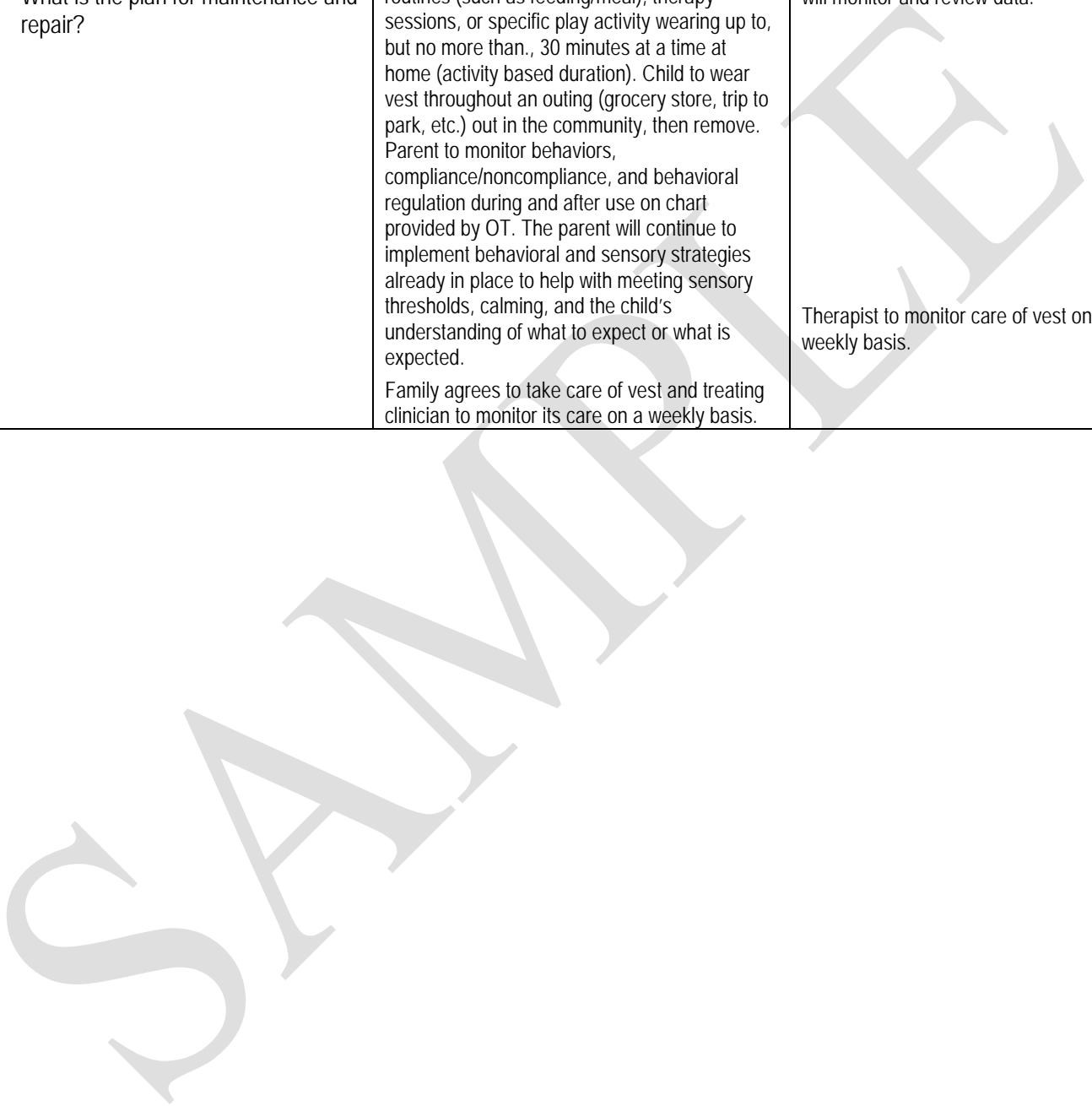
Child's Name _____ DOB: _____

Name of person completing form: _____ Date: _____

Assistive Technology (AT) needs are related to Outcome(s) # IFSP Outcome#2: Child will respond to directions in his daily routine to enjoy a variety of play experiences for learning and social interaction. Child will have his sensory needs met and engage in activities with others more.

AT Planning Questions	Responses to Planning Questions	Action Plan
<p><u>The Child</u></p> <ul style="list-style-type: none"> ▪ What functional activity or activities does the child need or want to do? ▪ What successes and/or challenges is the child currently having in regard to this activity? 	<p>Engage among functional play and improve participation in ADLs. Decrease harmful teeth grinding. Has had some success with a weighted backpack the parents have tried; child is a runner and will run away from parents; will tantrum when overstimulated and parent try to hold him, resulting in having to leave the community activity.</p>	<p>Therapist and IFSP team members report of effectiveness during therapy sessions; parent data regarding performance in community</p>
<p><u>The Environment</u></p> <ul style="list-style-type: none"> ▪ In what setting(s) will the functional activity take place? ▪ What resources (people or materials) are currently available to the child and family in this setting? 	<p>At home and out in the community Parents are in the home and out in the community with child. They get assistance from OT, ST, and CBRS regarding his outcomes one time per week each service.</p>	<p>Parents and staff report effectiveness through observation and reported data</p>
<p><u>The Tasks</u></p> <ul style="list-style-type: none"> ▪ What are the components of the identified outcome(s) that the child needs assistance with achieving? ▪ How will AT help the child? 	<p>To be able to calm down, attend to his parents giving him both verbal and gestural directions, and to be safe in community. The compression vest may help lower heart rate, give proprioceptive input such as a hug to improve body awareness, and to attend to his parents giving him directions.</p>	<p>Monitored through therapist observation and parent report; other IFSP team members' data.</p>
<p><u>The Tools</u></p> <ul style="list-style-type: none"> ▪ What AT options should be considered? ▪ What options are most appealing to the family? ▪ How will the AT options be explored and evaluated? 	<p>Explore use of compression vest as child responds well to deep pressure input in addition to other sensory and behavioral strategies. Parents have tried a backpack that they weight themselves and he seems to tolerate it. Has had some improvement in the community. It can be bulky and/or slide on his body rather than conform. Parents will use a vest protocol implemented by OT and monitor its effectiveness. Behaviors related to his outcomes will be monitored and/or data from parent and other therapists in the home at weekly therapy visits.</p>	<p>Therapist and parent data/report</p>
<p><u>Device(s) Selected</u> <u>Compression Vest</u></p> <ul style="list-style-type: none"> ▪ How will this device be available? <p><input checked="" type="checkbox"/> Loan <input type="checkbox"/> Purchase</p> <p><i>(see Exceptions to Loaning, ITP Policy Bulletin #27-Assistive Technology)</i></p>	<p>A trial of wear for approximately 1 month</p>	<p>A trial of wear use for child for approximately 1 month; therapist to evaluate effectiveness each week during therapy and review of parent data and IFSP team members' notes.</p>

<p><u>Training / Support / Follow-Up</u></p> <ul style="list-style-type: none">▪ What is the plan for delivery of the device?▪ How will the parents and caregivers will be trained on how to use the AT device and incorporate in the daily routines?▪ What is the plan for maintenance and repair?	<p>OT to take the vest to the family and provide education on its wear schedule and use. Handout to be provided. OT has discussed research on use of weighted and compression vests to mother and EISC, and mother is aware that the research is small, and results are inconsistent.</p> <p>Recommend using the vest during specific daily routines (such as feeding/meal), therapy sessions, or specific play activity wearing up to, but no more than., 30 minutes at a time at home (activity based duration). Child to wear vest throughout an outing (grocery store, trip to park, etc.) out in the community, then remove. Parent to monitor behaviors, compliance/noncompliance, and behavioral regulation during and after use on chart provided by OT. The parent will continue to implement behavioral and sensory strategies already in place to help with meeting sensory thresholds, calming, and the child's understanding of what to expect or what is expected.</p> <p>Family agrees to take care of vest and treating clinician to monitor its care on a weekly basis.</p>	<p>Parent to demonstrate understanding of wear schedule and use; handout to be provided.</p> <p>Family to complete chart provided of when used and child's response. OT will monitor and review data.</p> <p>Therapist to monitor care of vest on a weekly basis.</p>
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The Assistive Technology (AT) Framework can be used as a guide for decision making when the IFSP team agrees that some category of AT may be needed by a child and family to achieve an established outcome. The AT Framework will lead the IFSP team through a process that will result in the appropriate identification of an AT device to meet the needs of the child and family.

The results of this decision making process should be clearly documented in the child's early intervention record (e.g. service coordinator progress notes, on the IFSP, evaluation reports, provider notes and monthly summaries).

AT Planning Questions

The questions in each section provide guidance when completing the framework, but are not exhaustive. The questions are based on the SETT Framework. The SETT Framework can be used as additional guidance and offer further questions for consideration.

The SETT Framework

(Rewritten for the child in early intervention, birth to age three; Adapted from the work of Joy Zabala, M.Ed.)

This SETT Framework is an organizational tool to facilitate the collaborative effort of the IFSP team in AT decisions. If the device or equipment being considered is simple and straightforward, also will be the answers to these questions. If the situation is more complex, answering these questions will be helpful in making decisions about AT, documenting the need for AT, planning for trials with AT and in evaluating the effectiveness of the equipment or device.

The Child

- What activity does the child need or wants to do?
- What are the child's current abilities?
- What are the child's special needs?

The Environment

- Where will the activity take place? Describe the physical arrangements. Are there any special concerns?
- What materials and equipment are currently available in the environment?
- Who is available to child and the family to support the use of AT?
- What resources are available to the family for exploring the use of AT?
- What are the attitudes and expectations of the family regarding the child's use of AT to accomplish an activity or outcome?

The Tasks

- What activities does the child currently enjoy which may enable progress toward mastery of identified outcome(s)?
- What are this child's peers doing?
- What are the critical elements of the activities involved in the desired outcome? Of these, what can the child do now, what do you expect the child to master, how will AT help?
- How might the activity be modified to accommodate the child's special need?

(SETT Framework Continued)

The Tools

- What no tech or low tech options can be considered in an AT system for a child with these needs and abilities doing these activities in these environments?
- What high tech options can be considered?
- What AT options appeal most to the family?
- What strategies might be used to increase the child's interest in the activity?
- How might the child try out the proposed AT in environment in which it will be used?
- How will the effectiveness of the AT be evaluated?

Responses to Planning Questions

The IFSP team provides child and family specific responses to the AT planning questions in this section. The answers to these questions may occur over multiple planning sessions.

Action Plan

The IFSP team determines what activities need to occur during the AT planning process. Example action steps may include observing the child in the environment in which the functional activity will occur and AT will be used; assessment and equipment trial, consultation to collect more information for the IFSP team decision making process; and for exceptions to loaning - gathering vendor quotes after device selection or exploring funding sources. The action plan can also include notes of IFSP team member(s) that will be responsible for activities listed in the action plan and projected completion dates.