

Assessment and Intervention Service for Children



Assessment and intervention services are available for children who have complex needs for assistive technology supports. Referrals are accepted from your child's Learning Team. Preference is given to Learning Teams that include an educator or clinician related to the child's primary area of need.

I CAN Centre services are based on the belief that the Learning Team (parents, child, classroom teacher, special educator, administrator, clinicians) is in the best position to determine the needs of the child that might be met by the use of assistive technology tools and strategies. The Learning Team can then work with the I CAN Centre Team to determine the best solutions to meet the child's needs. We expect the Learning Team to **actively participate in and direct the process** by defining the amount and level of involvement they need from the I CAN Centre for Assistive Technology.

Assessment and intervention services are based on the SETT Framework. This is a decision-making framework based on information about the **Student**, within his or her **Environment**, specific **Tasks** which need to be accomplished by the student, and potential **Tools** which can be used within that environment, to accomplish the tasks identified by the team (www.joyzabala.com).

1. PRE REFERRAL INFORMATION GATHERING

1. The Learning Team determines a general or specific need for assistive technology during IPP discussions and identifies the initial questions about assistive technology needs. The options for the Learning Team are to a) proceed using community or school resources, or b) use the I CAN Centre for Assistive Technology.
2. If the Learning Team chooses to use the I CAN Centre, the Learning Team then proceeds to gather information and complete the appropriate referral forms:
 - Referral Forms:
 - a) Request for Children's Service, and
 - b) Secondary forms: Communication Skills, Reading Skills, Fine Motor Related to Computer/Device Access, Mechanics of Writing and Composing Written Material. Select the secondary forms appropriate to your child's areas of AT need.
 - A student handbook for choosing and using assistive technology, **Hey! Can I Try That** can also be completed by older students, if desired (www.edtechpoint.org/hey.htm)
 - A short video of your child involved in tasks for which you are seeking assistive technology support.

Additional information about the referral process and services available can be obtained from the Alberta Health Services website at www.albertahealthservices.ca/icancentre.asp.

2. REFERRAL

1. The Learning Team forwards the completed referral forms and video to the I CAN Centre.

2. The completed referral package is received at the I CAN Centre and the information is reviewed to ensure that it is complete and meets our criteria for services. Additional information may be requested.
3. If the referral is accepted by the I CAN Centre, a Needs Identification Meeting is scheduled involving the Learning Team and I CAN Centre Team. This initial meeting can be held via TeleHealth for children who live outside the Edmonton region, at the I CAN Centre for Assistive Technology, or in the child's school.
4. The current wait list for services is approximately three to six months.
5. If the referral does not meet our criteria for service, you will be notified by the I CAN Centre for Assistive Technology. Alternative options such as indirect or educational services may be suitable for your needs.

3. NEEDS IDENTIFICATION

At the Needs Identification Meeting, the Learning Team and I CAN Centre Teams identify problems and needs by using the SETT Framework.

Student

- Describe the child's strengths, abilities and difficulties related to specific tasks

Environment

- Describe the key aspects of the environment in which the child functions and the child's location/positioning within the environment

Tasks

- Identify and then prioritize the tasks the child needs to be able to do
- Reframe the question(s) so that specific tasks and measurable behaviours can be identified that will answer the question(s)

Tools

- Brainstorm and list all possible solutions
- Discuss and select ideas from the tools and strategies suggested.

The Learning Team and I CAN Centre Teams then develop an **Assessment Plan** to document the information (that is, the specific tasks and measurable behaviours) necessary to answer the question(s), to describe ways to gather this information, and identify who will gather the information. The plan should include

- AT services needed
- AT device trials needed
- Length/date of trials and review dates
- Child behaviours to be monitored
- Roles and responsibilities for the team members involved in the Assessment Plan.

4. EXTENDED ASSESSMENT

Based on the **Assessment Plan**

- The Learning Team gathers baseline and ongoing data on the behaviours and tasks identified.
- The I CAN Centre Team will provide
 - a) AT devices for trial

- b) training for school staff as needed during the assessment phase
- c) materials, tools, training and programming support to complete device trials within the time frame identified
- d) synthesize and review data to assist with decision-making and system/feature matching.

At the end of the device trials, the Learning Team and I CAN Centre Teams meet to review progress, determine whether further assessment is needed or whether they are ready to create an **Implementation Plan**.

5. ASSISTIVE TECHNOLOGY IMPLEMENTATION

The Learning Team and I CAN Centre Teams create an **AT Implementation Plan**. The plan is used to describe the system requirements for the child and to document how to monitor the child's progress in accomplishing the tasks described during the Needs Identification phase. The plan should include

- Team members needed to implement the plan, including their roles and responsibilities
- Training required by support staff
- Methods of monitoring child progress
- Specific date(s) for reviewing progress and follow-up.

6. PERIODIC REVIEW

The Learning Team monitors the child's progress and decides if there is a need for a review. This may occur when the tools and strategies are no longer meeting the child's needs, resulting from changes in the child's needs and/or environment, or the availability of new tools and strategies.

The Learning Team contacts the I CAN Centre to request Team involvement in the review.

For addition information contact:

I CAN Centre for Assistive Technology
10230-111 Avenue, Edmonton, Alberta, T5G 0 B7
Phone 780-735-6070; Fax 780-735-6072
www.albertahealthservices.ca/icancentre.asp

Other resources:

Assistive Technology for Learning and the IPP Process, Draft, Spring 2005, Alberta Education