Assistive Technology Checklist

This checklist includes procedures for identifying and using assistive technology (AT) to promote child participation in learning activities to enhance child competence. The checklist indicators focus on identification of a child's need for AT, the selection of the appropriate AT for addressing a child's need, and the use of AT to promote a child's participation in learning activities.

The checklist indicators can be used by a practitioner to conduct an AT assessment and develop an action plan to use AT to promote child participation in learning activities. The checklist rating scale can be used to do a self-evaluation to determine if the necessary steps were followed to use AT as part of a child's individualized intervention plan.

Practitioner: _____   Child: _____   Date: _____

Please indicate which AT practice characteristics you were able to use as part of an assessment/intervention with a child:	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)	Notes
1. Observe the child's attempts to engage in everyday learning activities and routines	☐	☐	☐	☐	
2. Identify the child's particular difficulties or challenges interfering with participation in learning activities	☐	☐	☐	☐	
3. Identify the strengths, interests, preferences, etc. that the child demonstrates and that motivate him or her to attempt interactions with other persons and materials	☐	☐	☐	☐	
4. Determine the type of AT best suited for addressing the child's need and that incorporates child strengths into AT use	☐	☐	☐	☐	
5. Employ the AT to determine how well it permits child participation in learning activities	☐	☐	☐	☐	
6. Incorporate the AT into everyday activities and routines to ensure ongoing participation in child learning activities	☐	☐	☐	☐	
7. Reduce or eliminate the use of AT as the child becomes more independent as part of engagement in everyday activities and routines	☐	☐	☐	☐	

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