Recommended Competencies in the Area of Assistive Technology

The following competencies were presented to the NASDSE board. Subsequently they were distributed to each state education agency by NASDSE.
http://www.cde.ca.gov/sp/se/sr/atstaff.asp

Basic Knowledge of Assistive Technology (AT) Devices and Services

- Understand AT including legal requirements, its purpose and functional application for the student's educational program.

- Demonstrate awareness of a variety of assistive technology devices and services and the ability to integrate technology into educational programs.

- Demonstrate knowledge of specialty area of assistive technology (e.g., access, alternative/augmentative communication, computer-based instruction, mobility, positioning, assistive listening and signaling devices, vision technology, environmental control, and activities of daily living).

- Demonstrate the recognition of the need for ongoing individual professional development and maintaining knowledge of emerging technologies.

Collaboration and Communication

- Understand the multi-disciplinary nature of AT application and contribution of a variety of disciplines to the service delivery process.

- Understand skills required to serve as a member of a multi-disciplinary team providing services for assistive technology.

- Include parents as team members.

- Listen and respond to input from other team members and demonstrate effective group process skills.

- Utilize resources to meet technology needs for students with disabilities and know when and where to refer to other resources.

- Demonstrate the ability to network with others in the community, including parents and general educators for technical information and problem solving.

Assessment and Planning

- Identify appropriate, qualified team members necessary to determine AT needs and strengths.

- Determine, in collaboration with other members of the assessment team, assistive technology needs as part of a comprehensive multi-disciplinary evaluation which addresses all areas related to the disability and based on student's strengths, tasks, and expectations.

- Use appropriate data gathering procedures and strategies to conduct an assistive technology evaluation utilizing a team approach to assess the student in customary environments.

- Integrate and discuss, in collaboration with the multi-disciplinary team, all evaluation information including formulating recommendations and preparing a report.

- Develop an action plan utilizing appropriate, qualified team members, parents and school staff. Identify and design appropriate AT devices, services, and strategies in the plan.

Implementation

- Evaluate, measure, and report on the effectiveness of the plan. Modify the plan as required to meet the student's needs.

- Identify areas that require further assessment or reevaluation with the school team on an ongoing basis.

Resources

- Identify, in collaboration with team members, assistive technology resources at the classroom, building, district, region, community, state and national level: funding products i.e., augmentative communication, computer access, print and electronic resources, i.e., books, web sites, journals, listservs, human resources, i.e., individuals who can provide, training, customization, problem solving, maintenance and repair.

- Recognize own scope of knowledge and skills and utilize identified resources to augment knowledge and skills represented within the team.

- Serve as a resource for others. Identify staff development needs and opportunities that meet needs. Participate in staff development opportunities that address identified needs.