

75 [responses](#)

Summary [See complete responses](#)

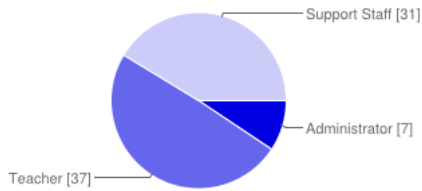
District Number

76 702 702 702 76 TMCSEA 702 709 709 309 309 702 189 189 76 189 189 309 TMCSEA 309 76 189 309 709 309 309 108 709 309 108

School or building

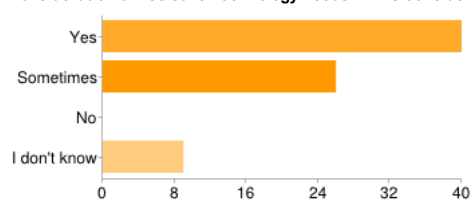
Parkview Tremont Grade School Schramm JH H.S. Parkview Schramm East Peoria High School LaSalle East Peoria Community High School Lettie Brown EPCHS Lincoln Schramm Schramm EPCHS PCHS icgs PCHS Willow EPCHS PCHS Pekin Com ...

Are you an administrator, teacher, or supporting staff member?



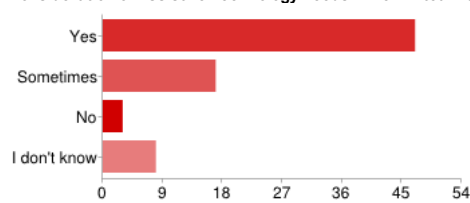
Administrator	7	9%
Teacher	37	49%
Support Staff	31	41%

Consideration of Assistive Technology Needs - AT is considered during an IEP meeting.



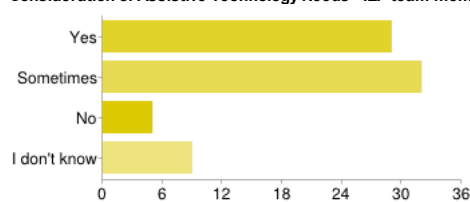
Yes	40	53%
Sometimes	26	35%
No	0	0%
I don't know	9	12%

Consideration of Assistive Technology Needs - The IEP team uses a collaborative approach when considering AT.



Yes	47	63%
Sometimes	17	23%
No	3	4%
I don't know	8	11%

Consideration of Assistive Technology Needs - IEP team members have collective knowledge and skills to make informed AT decisions.



Yes	29	39%
Sometimes	32	43%
No	5	7%
I don't know	9	12%

Consideration of Assistive Technology Needs - AT decisions are based on the student's IEP goals or access to the general education curriculum.



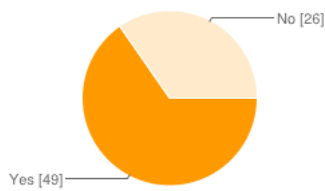
Consideration of Assistive Technology Needs - Data is used when considering AT.



Consideration of Assistive Technology Needs - AT consideration and rationale are documented in the IEP.

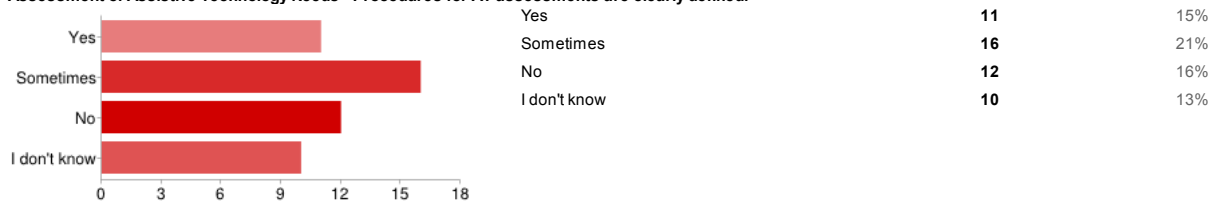


Have you ever had a student referred for AT?



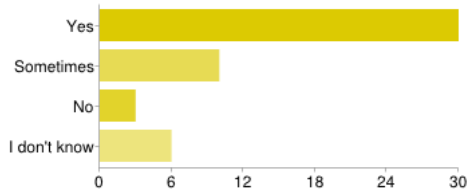
Response	Count	Percentage
Yes	49	65%
No	26	35%

Assessment of Assistive Technology Needs - Procedures for AT assessments are clearly defined.

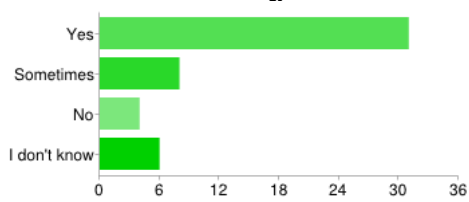


Assessment of Assistive Technology Needs - AT assessments are conducted by a team with knowledge and skills.

Response	Count	Percentage
Yes	30	40%
Sometimes	10	13%
No	3	4%
I don't know	6	8%

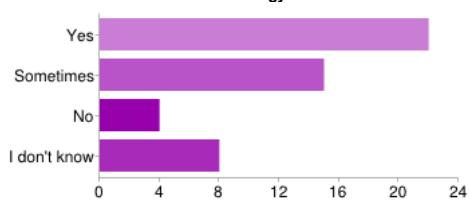


Assessment of Assistive Technology Needs - AT assessments include a functional assessment in the customary environment (ie. classroom).



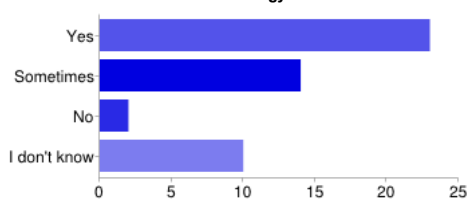
Yes	31	41%
Sometimes	8	11%
No	4	5%
I don't know	6	8%

Assessment of Assistive Technology Needs - AT assessments, including trials, are completed within reasonable timelines.



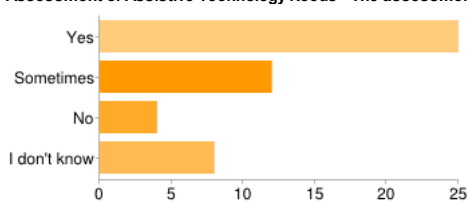
Yes	22	29%
Sometimes	15	20%
No	4	5%
I don't know	8	11%

Assessment of Assistive Technology Needs - Recommendations are based on data.



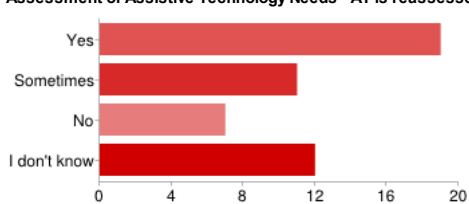
Yes	23	31%
Sometimes	14	19%
No	2	3%
I don't know	10	13%

Assessment of Assistive Technology Needs - The assessment provides the IEP with documented recommendations that guided decisions.



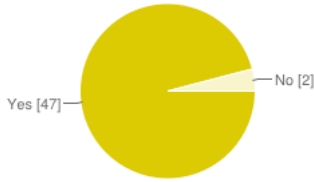
Yes	25	33%
Sometimes	12	16%
No	4	5%
I don't know	8	11%

Assessment of Assistive Technology Needs - AT is reassessed any time there is a change in the student or environment.



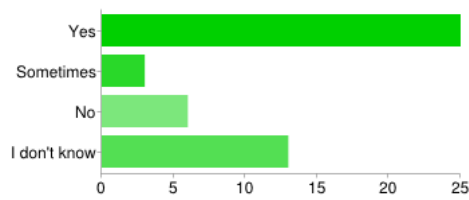
Yes	19	25%
Sometimes	11	15%
No	7	9%
I don't know	12	16%

Do you have or have you ever had students who use AT?



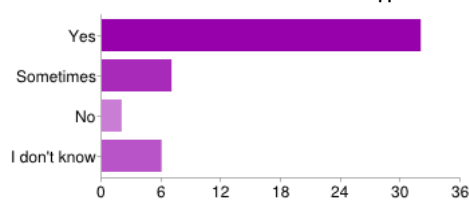
Yes	47	63%
No	2	3%

Documentation in the IEP - My school or district has guidelines for documenting AT in the IEP.



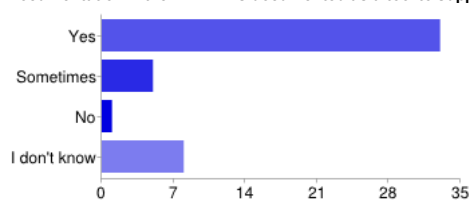
Yes	25	33%
Sometimes	3	4%
No	6	8%
I don't know	13	17%

Documentation in the IEP - Services needed to support AT are documented in the IEP.



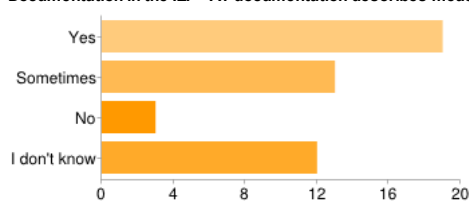
Yes	32	43%
Sometimes	7	9%
No	2	3%
I don't know	6	8%

Documentation in the IEP - AT is documented as a tool to support achievement of goals and progress in the general curriculum.



Yes	33	44%
Sometimes	5	7%
No	1	1%
I don't know	8	11%

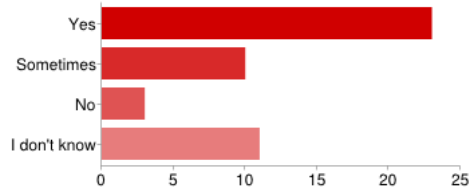
Documentation in the IEP - AT documentation describes measurable and observable outcomes.



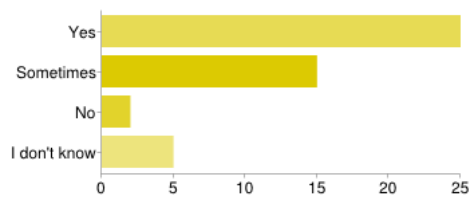
Yes	19	25%
Sometimes	13	17%
No	3	4%
I don't know	12	16%

Documentation in the IEP - AT documentation provides a clear and complete description of devices and services.

Yes	23	31%
Sometimes	10	13%
No	3	4%
I don't know	11	15%

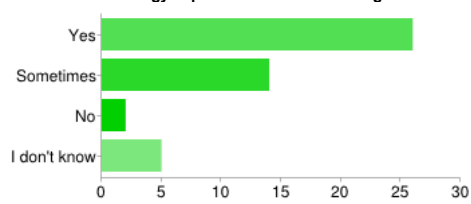


Assistive Technology Implementation - AT implementation proceeds according to a collaboratively developed plan.



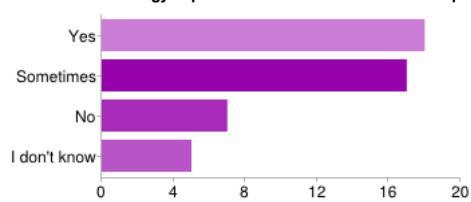
Yes	25	33%
Sometimes	15	20%
No	2	3%
I don't know	5	7%

Assistive Technology Implementation - AT is integrated into the curriculum and daily activities of the student.



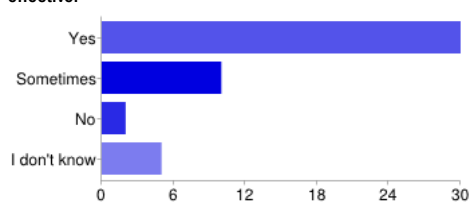
Yes	26	35%
Sometimes	14	19%
No	2	3%
I don't know	5	7%

Assistive Technology Implementation - There is shared responsibility across all environments for AT implementation.



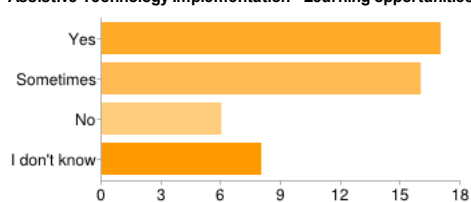
Yes	18	24%
Sometimes	17	23%
No	7	9%
I don't know	5	7%

Assistive Technology Implementation - The student is provided opportunities to use a variety of strategies, including AT, and decide which strategies are most effective.



Yes	30	40%
Sometimes	10	13%
No	2	3%
I don't know	5	7%

Assistive Technology Implementation - Learning opportunities for student, family, and staff are an integral part of implementation.



Yes	17	23%
Sometimes	16	21%
No	6	8%
I don't know	8	11%

Assistive Technology Implementation - AT is initially based on assessment data and adjusted based on performance data.



Assistive Technology Implementation - AT implementation includes management and maintenance of equipment and materials.



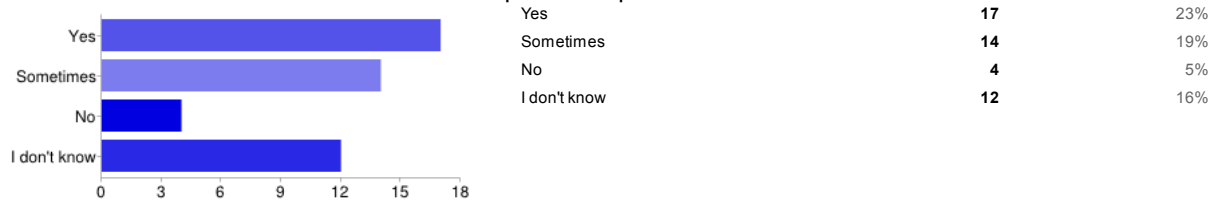
Evaluation of Effectiveness - Team members have clearly defined responsibilities for data collection and evaluation.



Evaluation of Effectiveness - Data are collected on specific behaviors that relate to one of more goals.



Evaluation of Effectiveness - Evaluation of effectiveness includes qualitative and quantitative measurements.



Evaluation of Effectiveness - Effectiveness is evaluated across environments.



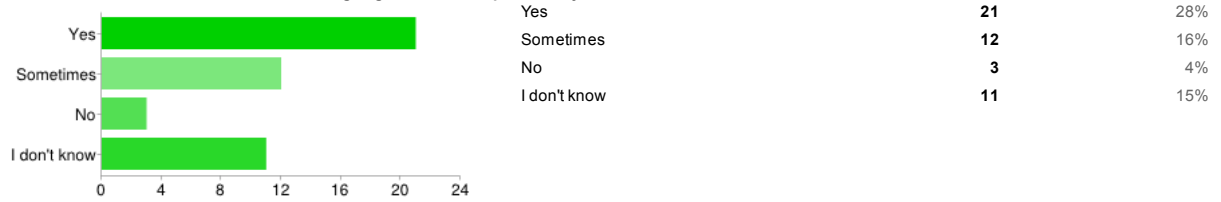
Evaluation of Effectiveness - Data are collected to determine what changes, if any, are needed.



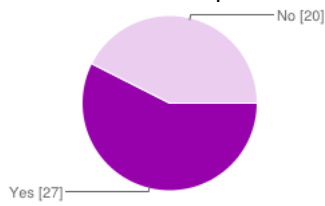
Evaluation of Effectiveness - Changes are made in the student's AT program if data indicates such.



Evaluation of Effectiveness - Evaluation is ongoing and reviewed periodically.

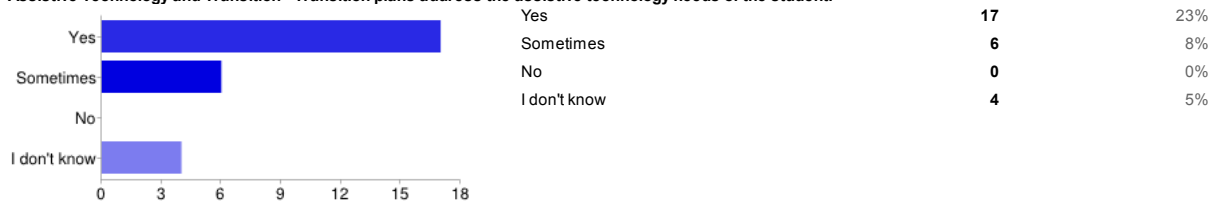


Do you have students with transition plans?



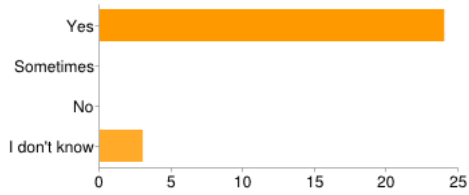
Response	Count	Percentage
Yes	27	36%
No	20	27%

Assistive Technology and Transition - Transition plans address the assistive technology needs of the student.

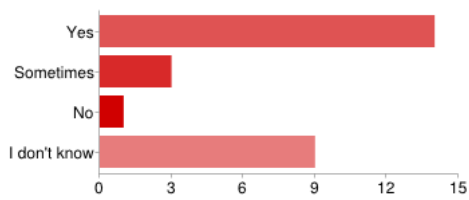


Assistive Technology and Transition - Transition planning empowers the student to participate in the transition plan at their ability level.

Response	Count	Percentage
Yes	24	32%
Sometimes	0	0%
No	0	0%
I don't know	3	4%

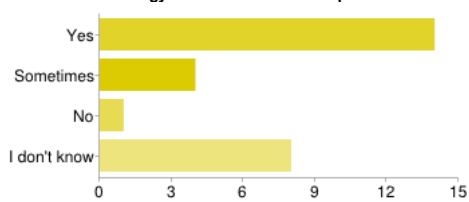


Assistive Technology and Transition - Advocacy related to AT use is recognized.



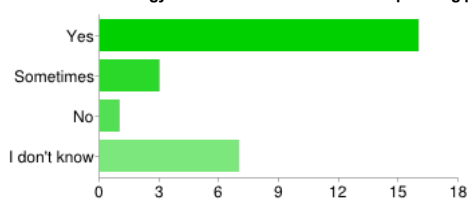
Yes	14	19%
Sometimes	3	4%
No	1	1%
I don't know	9	12%

Assistive Technology and Transition - AT requirements in the receiving environment are identified.



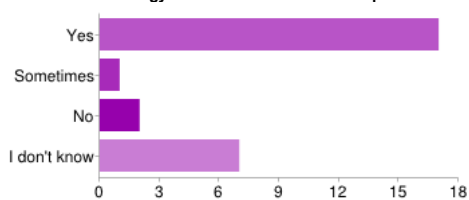
Yes	14	19%
Sometimes	4	5%
No	1	1%
I don't know	8	11%

Assistive Technology and Transition - AT Transition planning proceeds according to an individualized timeline.



Yes	16	21%
Sometimes	3	4%
No	1	1%
I don't know	7	9%

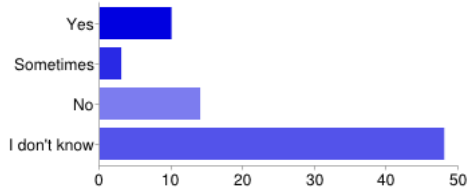
Assistive Technology and Transition - Transition plans address specific equipment, training, and funding during the transition.



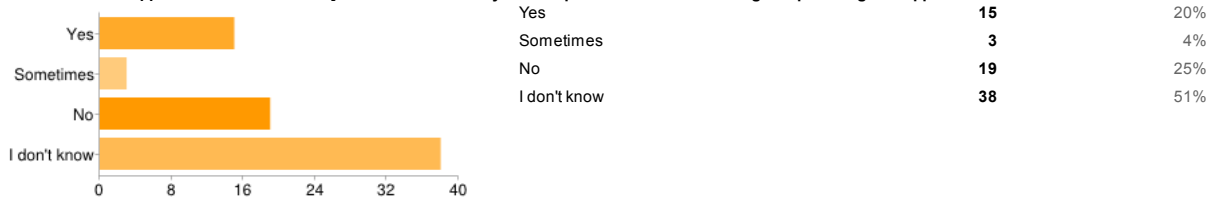
Yes	17	23%
Sometimes	1	1%
No	2	3%
I don't know	7	9%

Administrative Support - The district has written procedural guidelines for AT.

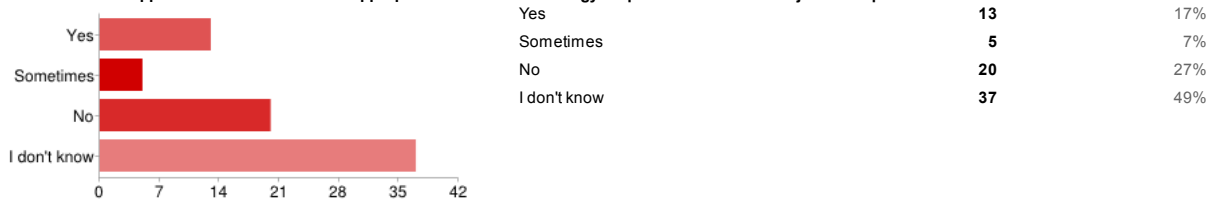
Yes	10	13%
Sometimes	3	4%
No	14	19%
I don't know	48	64%



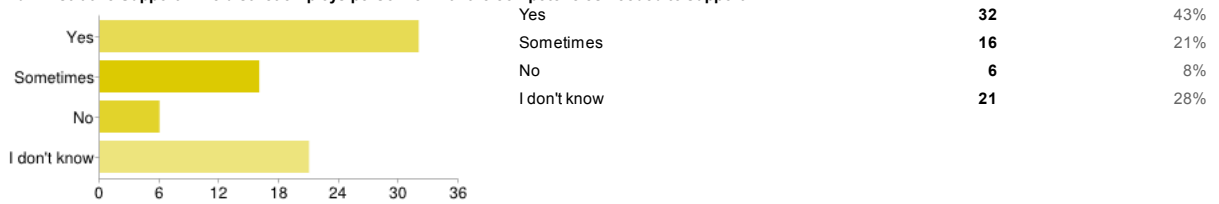
Administrative Support - The district broadly disseminates clearly defined procedures for accessing and providing AT support.



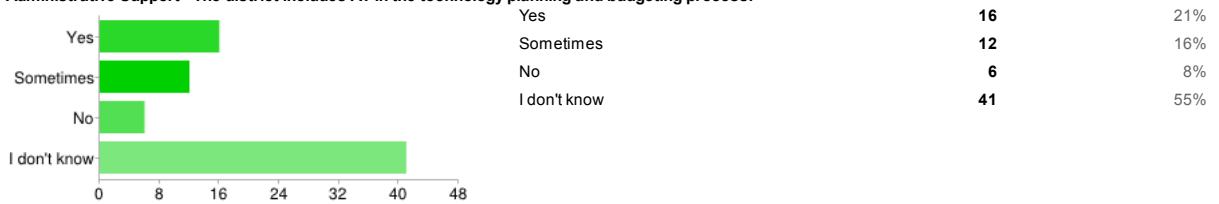
Administrative Support - The district includes appropriate assistive technology responsibilities in written job descriptions.



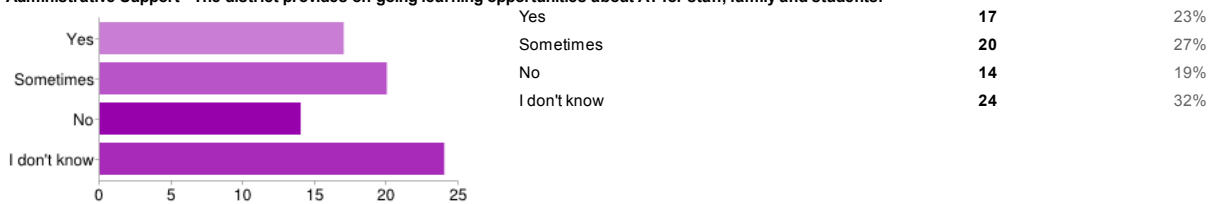
Administrative Support - The district employs personnel with the competencies needed to support AT.



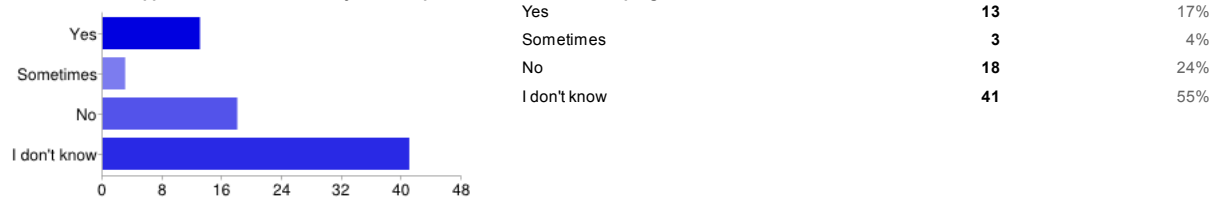
Administrative Support - The district includes AT in the technology planning and budgeting process.



Administrative Support - The district provides on-going learning opportunities about AT for staff, family and students.



Administrative Support - The district uses a systematic process to evaluate its AT program.



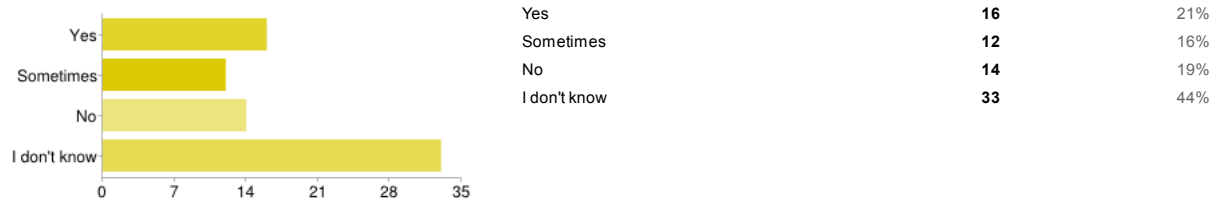
Professional Development and Training for Assistive Technology - Comprehensive AT professional development supports the understanding and necessity of AT.



Professional Development and Training for Assistive Technology - Your district/school has an AT plan that identifies AT professional development needs.



Professional Development and Training for Assistive Technology - The content of AT professional development addresses all aspects of selection, acquisition, and use of AT.

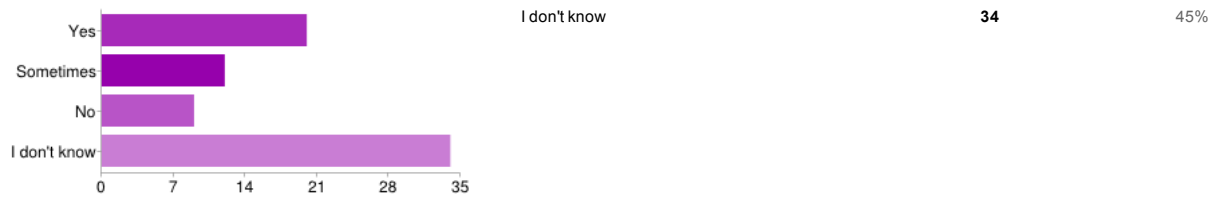


Professional Development and Training for Assistive Technology - AT professional development is aligned with other local, state, and national initiatives.



Professional Development and Training for Assistive Technology - AT professional development includes ongoing learning opportunities that utilize local, regional, or national resources.

Yes	20	27%
Sometimes	12	16%
No	9	12%



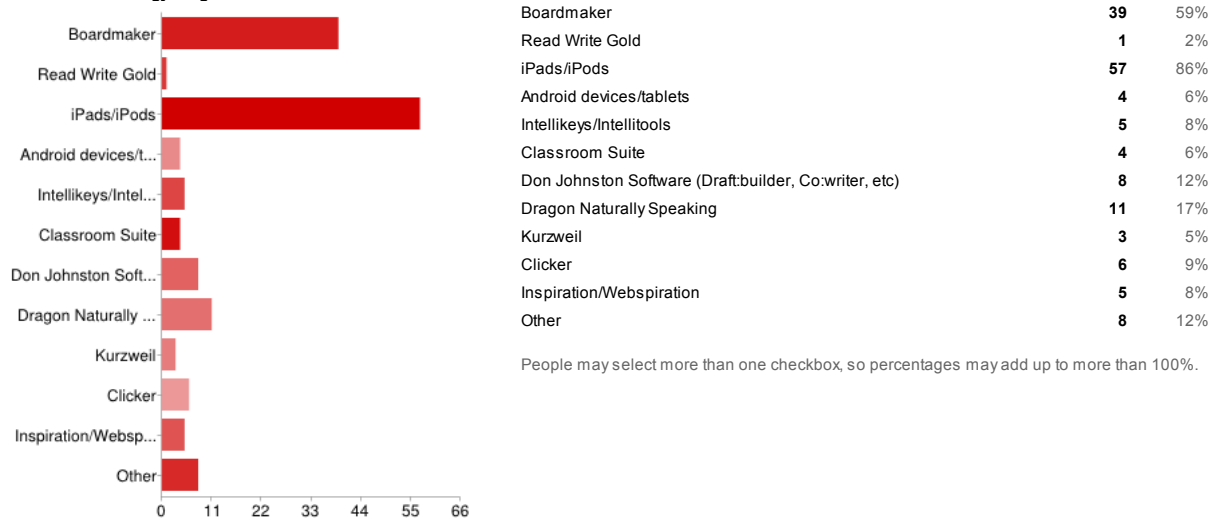
Professional Development and Training for Assistive Technology - AT professional development follows research-based models for adult learning at multiple skill levels.



Professional Development and Training for Assistive Technology - The effectiveness of AT professional development is evaluated by measuring changes in practice that result in improved student performance.



Assistive Technology Programs and Resources



Optional information

If you would like more information or would like to be part of TMCSEA Assistive Technology team, please leave your name and contact information.

Thank you for taking the time to help improve our services to you.

Number of daily responses

