Date received by	y UATT
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Consultation needed? Call 801-567-8650. Do <u>NOT</u> complete form.

Evaluation needed? Complete form.

Jordan School District

Assistive Technology Referral

Student's Name:		Date of Birth:	Date of Referral:	
School:		Grade:	: Track:	
Referral Person:		Pł	none:	
Parent/Guardian:		PI	none:	
Address:		City:		Zip:
Regular Education Teacher:	S	pecial Education Teach	er/504:	
***A copy of the student's current IEP/50 based on IEP/504 goals. Your school's LE Please complete the applicable areas for completed, and at least one other sect Assistive Technology Team are available that limits their access to the curriculum.	EA must review r your student ion of the ref for those stu	w and sign this referral t. All students need page erral. Equipment, softwardents that have a documents	before it is sent to the control of	ne A.T. Team. In for referral ices from the t or disability
Special Education/504 Eligibility				
Classification:		Medical Diagnosis:		
Classroom Placement				
Type of Classroom	Hours/ Week	Type of Cl	assroom	Hours/ Week
Regular Education Class		Self-Contained Suppor	t Class	
Special Education Class		Provided with Parapro	fessional Assistant	
Related Services				
Type of Service	Hours/ Weel	K Na	me of Provider	
Vision & Hearing				
Date of most recent vision screening: Results:				
Date of most recent hearing screening:				

	Referral						
14/1							
wnat are	your main concerns we can add	ress durin	ig the e	valuation: _			
Has any ty	pe of assistive technology been	used and	l/or rec	ommended	in the past?	□Yes □No	
If yes, wha	at:						
	e of assistive technology current						
If yes, wha	at is being used and is it being us	sed succe	ssfully?				
Gross Moto	or and Fine Motor Development	t I	Not Apı	olicable			
		-					
Does the s	student have problems with mov	vement?	□Yes	i □ No	If yes, exp	olain:	
		T					7
	Skill	Indep	enden	7 1	quires	Unable	
		-		Ass	istance		-
	Holds Head Steady						
	Sits						
	Walks Feeds Self						
	Isolates Finger and Points]
Handedne	ess? <i>D</i> Right D eft Student	can uco:	□ Pot	h Hands	7 0no Hand (P / I) Maithar	Hand
Handeune	ss: <u>Dright</u> Deept Student	can use.	шос	II I I I I I I I I I I I I I I I I I I	Jone Hunu (N / L / Liveliner	Hullu
List any sp	pecial equipment the student us	es (walke	r, stand	er, wheelch	air, splints, e	etc.):	
		,	,			,	
Does the s	student use a joystick or a switch	. + 0 00 0 + 0					
If yes, des		i to contr	ol a cor	nputer or w		□Yes □No	
	cribe:			-	heel chair??	□Yes □No	
	cribe:			-	heel chair??	□Yes □No	
Handwritin	eg, Functional Computer Use an				heel chair??		
Handwritin	g, Functional Computer Use an		n Expres		heel chair??	le	
	g, Functional Computer Use an Area of concern			ssion N	heel chair?? Iot Applicab Area of co	le	
Illegible ha	g, Functional Computer Use an		n Expres	sion N Sentence s	heel chair?? Iot Applicab Area of contracture	le	
Illegible ha	g, Functional Computer Use an Area of concern		n Expres	Sentence s	heel chair?? Iot Applicab Area of contracture	le	
Illegible has Spelling Grammar	Area of concern		n Expres	Sentence s Vocabulary Visual defi	heel chair?? lot Applicab Area of contracture / cit	le	
Illegible ha	Area of concern		n Expres	Sentence s	heel chair?? lot Applicab Area of contracture / cit	le	
Illegible has Spelling Grammar	Area of concern		n Expres	Sentence s Vocabulary Visual defi	heel chair?? lot Applicab Area of contracture / cit	le	
Illegible has Spelling Grammar	Area of concern andwriting		o Expres	Sentence s Vocabulary Visual defi Motor defi	heel chair?? Iot Applicab Area of contracture / cit	le	
Illegible ha Spelling Grammar Organizati	Area of concernandwriting Current writing ability		n Expres	Sentence s Vocabulary Visual defi Motor defi	heel chair?? Iot Applicab Area of contracture / cit cit cit	le oncern ing ability	
Illegible ha Spelling Grammar Organizati	Area of concern andwriting ion Current writing ability regular pencil		o Expres	Sentence s Vocabulary Visual defi	heel chair?? Iot Applicab Area of contructure / cit icit Current write imple shape	ing ability	
Illegible ha Spelling Grammar Organizati Can hold r	Area of concern andwriting Current writing ability regular pencil pencil when adapted with		o Expres	Sentence s Vocabulary Visual defi Motor defi Can copy s Can copy s	heel chair?? Iot Applicab Area of contracture y cit cit cit cit cimple shape cimple words	ing ability	
Illegible ha Spelling Grammar Organizati Can hold r Can hold p	Area of concern andwriting ion Current writing ability regular pencil pencil when adapted with cil, but does not write		o Expres	Sentence s Vocabulary Visual defin Motor defin Can copy s Can copy s	Area of contracture / cit cit cit cit cit cimple shape simple words rom board	ing ability	
Illegible ha Spelling Grammar Organizati Can hold r Can hold r Holds pen	Area of concern andwriting Current writing ability regular pencil bencil when adapted with cil, but does not write a few words		o Expres	Sentence s Vocabulary Visual defid Motor defid Can copy s Can copy s Can copy f Can write	heel chair?? lot Applicab Area of contracture / cit icit Current write imple shape imple words from board on 1" lines	ing ability	
Illegible has Spelling Grammar Organizati Can hold r Can hold r Holds pen Can print	Area of concern andwriting ion Current writing ability regular pencil pencil when adapted with cil, but does not write a few words name		o Expres	Sentence s Vocabulary Visual defi Motor defi Can copy s Can copy s Can copy f Can write o	Area of contracture Current write simple shape simple words rom board on 1" lines on narrow li	ing ability s inges	
Illegible has Spelling Grammar Organization Can hold range Holds pen Can print Writing is	Area of concern andwriting Current writing ability regular pencil bencil when adapted with cil, but does not write a few words		o Expres	Sentence s Vocabulary Visual defic Motor defic Can copy s Can copy s Can copy f Can write o Can use sp	heel chair?? lot Applicab Area of contracture / cit icit Current write imple shape imple words from board on 1" lines	ing ability s s nes	

Handwriting cont.

Current Keyboarding Ability	√	Current Keyboarding Ability	1
Does not currently type		Can activate desired key on command	
Can type slowly, one finger		Can type slowly, with more than 1 finger	
Accidentally hits unwanted keys		Can perform 10 finger typing	
Requires arm or wrist support to type		Uses switch to access computer	
Uses mini keyboard to reduce fatigue		Uses Access Software	
Uses adapted or alternative keyboard:		Can access keyboard with head or mouth	
		stick	
Uses Touch Window			

Functional Computer Use	1	Functional Computer Use	/
Has never used a computer		Uses computer at school	
Uses computer at home		Uses computer for games	
Uses computer for word processing		Uses computer spell checker	

Additional co	mments:			
Commuter Av	oilohilituu			
Computer Av	-			
The student h	as access to the following compu			
Windows	Macintosh	Desktop	Laptop	
The Student u	ises a computer:			
Rarely	Daily for one or more subjects	or periods	Every day, all day	
Additional cor	mments:			
Additional col	mineries.			

Reading Not Applicable	reduing Not Applicable
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Student's approximate independent reading level._____

Area of concern	\	Area of concern	✓
Reading is significantly below grade level		Student does not comprehend what	
		he/she reads	
Student has difficulty spelling		Student does not comprehend	
		information that is read to him/her	
Student has difficulty decoding			

Identify pictures/ symbols Knows how objects are used Can group similar items together (i.e. clothes, food) Follows directions:1-step2 step3 step Understands more than he/she can communicate Can put two symbols/words together to express an idea Personal Not Applicable How would you describe the student's behavior? What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	Cognition and Comm.	ınication	Not Ann	liaahla		
Does the student respond to communication/interaction?	Cognition and Commi	unication	нот Арр	псаріе		
Does the student respond to communication/interaction?	Does the student init	iate commu	ınication/ interact	tion?	□No	
Mode						
Mode						
Facial Expressions Gestures Sign Language Picture Symbols Yes/No Responses Vocalizations (sounds) Verbalizations (words) Werbalizations (words) William I was apply: Skill	Forms of communication	ation used b	y the student (ma	ark <u>all</u> that ap	ply):	
Gestures Sign Language		√			Examples	
Sign Language Picture Symbols Yes/No Responses Vocalizations (sounds) Verbalizations (words) Wunderstood by familiar listeners:	•					
Picture Symbols Yes/No Responses Vocalizations (sounds) Verbalizations (words) Verbalizations (words) Wunderstood by familiar listeners: % understood by unfamiliar listeners: % understood by familiar listeners: % understood by unfamiliar listeners: % understifies shaples Understifies numbers Understifies shapes Understifies shapes Understands more than he/she can communicate Auditory discrimination of sounds/ words Understands more than he/she can communicate Auditory discrimination of sounds/ words Reads Words understands more than he/she can communicate Auditory discrimination of sounds/ words Reads Words What is motivating to him/her? Please list examples in each category as applicable: What is motivating to him/her? Please list examples in each category as applicable: Non-Preferred/Non-Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys						
Yes/No Responses Vocalizations (sounds) Verbalizations (words)						
Vocalizations (sounds) Verbalizations (words) % understood by familiar listeners:	•					
We understood by familiar listeners: We understood by unfamiliar listeners: We understood by und	·					
% understood by familiar listeners:						
Wunderstood by unfamiliar listeners:	verbalizations (words))	% understood b	v familiar listo	norci	
Voice Output Device Cognitive/ Language skills completed by student (mark all that apply): Skill ✓ Skill ✓ Identify real objects Identify pictures/ symbols Identifies numbers Identifies letters Knows how objects are used Can group similar items together (i.e. clothes, food) Identifies shapes Can group similar items together (i.e. clothes, food) Identifies sight words Understands more than he/she can communicate Auditory discrimination of sounds/ words Can put two symbols/words together to express Reads Words Reads Words Not Applicable How would you describe the student's behavior? What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Non-Preferred/Non-Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys Post of the student's behavior?				-		
Cognitive/ Language skills completed by student (mark all that apply): Skill Skill Johntify real objects Identify pictures/ symbols Identifies letters Identify pictures/ symbols Identifies letters Identifies shapes Identifies shapes Identifies shapes Identifies colors Identifies colors Identifies colors Identifies sight words Identifies si	Voice Output Device		70 dilderstood b	y umammar m	steriers	
Skill ✓ Skill ✓ Skill ✓ Identify real objects Identify real objects Identify pictures/ symbols Identifies letters Identify pictures/ symbols Identifies letters Identifies letters Identifies letters Identifies letters Identifies letters Identifies shapes Identifies colors Identifies colors Identifies sight words Identif	voice output bevice					
Skill ✓ Skill ✓ Skill ✓ Identify real objects Identify real objects Identify pictures/ symbols Identifies letters Identify pictures/ symbols Identifies letters Identifies letters Identifies letters Identifies letters Identifies letters Identifies shapes Identifies colors Identifies colors Identifies sight words Identif	Cognitive/Language	skills comp	leted by student	(mark all that	apply):	
Identify pictures/ symbols Knows how objects are used Can group similar items together (i.e. clothes, food) Follows directions:1-step2 step3 step Understands more than he/she can communicate Can put two symbols/words together to express an idea Personal Not Applicable What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	<u> </u>	•	,	ī <u> </u>		1
Knows how objects are used Can group similar items together (i.e. clothes, food) Follows directions:1-step2 step3 step Understands more than he/she can communicate Can put two symbols/words together to express an idea Personal Not Applicable How would you describe the student's behavior? What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	Identify real objects			Iden	tifies numbers	
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Follows directions:1-step2 step3 step	Knows how objects are used		Iden	tifies shapes		
Understands more than he/she can communicate Can put two symbols/words together to express an idea Personal Not Applicable How would you describe the student's behavior? What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	Can group similar items together (i.e. clothes, food)		Iden	tifies colors		
Reads Words	Follows directions:	_ 1-step2	2 step3 step	Iden	tifies sight words	
Personal Not Applicable How would you describe the student's behavior? What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Non-Preferred/Non-Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	Understands more that	an he/she ca	in communicate	Audi	tory discrimination of sounds/ words	
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What is motivating to him/her? Please list examples in each category as applicable: Favorite/Motivating Items Non-Preferred/Non-Motivating Items Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys						
Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	How would you desc	ribe the stu	dent's behavior? _			
Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys						
Favorite/Motivating Items Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	What is motivating to	a him/har2	Place list avamp	los in oach sat	ogory as applicable:	
Music/ Songs Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	vviidt is motivating to		-			toms
Drinks/ Foods TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys	Music/Songs	1 4 4	orrecy would atting	, 1101113	Non Freienca, Non Motivating I	tems
TV Shows/ Movies People Places Activities/ Hobbies Games/ Toys						
People Places Activities/ Hobbies Games/ Toys	·					
Places Activities/ Hobbies Games/ Toys	•					
Activities/ Hobbies Games/ Toys	-					
Games/ Toys						
	+					
Other						
	Other					

Date:__

LEA Signature:_____