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| **Operational Skill** | **Functional Skill** | **Strategic Skill** | **Social Skill** |
| **How the device works. How to manage and maintain the device** | **How the device is used for student learning and functional activities in daily routines** | **Knowledge of all the possible ways the student can do the task. Selection of when and where to use the device** | **Support for the student’s use of the device through encouragement of the student and advocacy with others** |
| Turn on/boot up AT tool | Break down tasks within lessons to determine which can be taught or practiced using AT | Select appropriate location in room for AT placement | Support student in a positive manner as he/she learns to use AT |
| Set up AT for daily use | Incorporate use of the AT into content lesson for target student | Identify times of day and activities when AT will be used | Explain the use of AT to others (staff, parents, visitors, etc.) |
| Add content information | Identify critical content that may need to be adapted or modified | Adapt classroom procedures to include AT use for target student(s) | Ask for help when needed |
| Set up AT to collect data automatically if that is possible | Determine what data needs to be collected about AT use | Determine when to use alternative tools or strategies |  |
| Teach student to use AT | Analyze data to determine if AT is having expected effect | Have a back up strategy available when AT breaks down. |  |
| Trouble shoot simple problems | Teach student the functional skill with and without the AT as appropriate | Analyze AT use to ensure it is not bothering others |  |
| Describe operational problems to AT specialist | Describe what the AT tool is expected to do for the student | Know who to call for technical assistance |  |
|  | Instruction for the student in strategic and social skills needed for functional and independent device use |  |  |