

Clinical Services

DATE: _____

Student:	Date of Birth:
School District:	School:
Grade/Program:	Teacher:
Primary Disability:	Case Manager:

Referral for an assistive technology (AT) assessment is indicated when the student appears to have a combination of concerns in any of the following areas, which interfere with his/her ability to learn/participate in the school setting.

Mark X under Yes or No as appropriate.

RELATED SERVICES: Does this student receive any related services?
Yes No

Occupational Therapy		
Physical Therapy		
Speech/Language Therapy		
Other/s (specify):		

ACADEMIC: (focuses on reading, writing, math, executive function, and organization)
Yes No

Reading: Can student do the following independently?		
• Read at grade level		
• Read without their losing place in text		
• Comprehend what was read		
• Complete classroom reading tasks within expected time frame		
Writing: Can student do the following independently?		
• Organize ideas to compose written content		
• Produce legible handwriting		
• Type written responses		
• Complete classroom writing tasks within expected time frame		
Math: Can student do the following independently?		
• Align the problems into equation		
• Complete word problems		
• Complete classroom math tasks within expected time frame		
Executive Function/Organization: Can student do the following independently?		
• Plan, begin, and complete academic tasks		
• Keep desk or workspace organized and find items without difficulty		
• Keep track of personal items (assignments, book bag, materials, etc.)		
• Seek adult assistance when needed		
• Transition from one task to another		
• Maintain focus/attention to complete tasks		
Other (specify):		
Strategies/tools already attempted:		

PHYSICAL: (focuses on seating, positioning, physical access, sensory processing, self-care)
Yes No

Seating/Positioning: Can student do the following independently?		
• Sit in standard chair safely		
• Sit upright in chair (without slouching forward on desk/arms or reclining backward in chair)		
• Transition into and out of a standard chair		
Physical Access: Can student do the following independently?		
• Fine Motor: Effectively hold writing tools (e.g. pencils, crayons, markers)		
• Gross Motor: Safely walk from one location to another		
• Visual Perception: Find an object in a picture with distractors (e.g. picture finds)		
• Visual Motor: Accurately point and touch a target (e.g. point to a picture)		
• Visual Scanning: Can visually search for an item (e.g. I spy)		
• Bilateral Coordination: Can use two hands together to complete a task		

Clinical Services – AT Screener

PHYSICAL: (continued)

Yes No

Sensory Processing: Can student do the following independently?			
•	Remain seated to complete classroom tasks		
•	Respond appropriately to loud/unexpected sound		
•	Sustain attention to learn from a task demonstration		
•	Modulate activity level to fit the situation		
•	Remain on task without excessive fidgeting/rocking/leaning on two chair legs		
Self-Care: Can student do the following independently?			
•	Use standard utensils/cups/dishes for eating/drinking		
•	Manage clothing/fasteners for toileting (zippers, buttons, shoelaces)		
•	Get materials/books in and out of desk/backpack		
•	Carry lunch tray in the cafeteria		
Other (specify):			
Strategies/tools already attempted:			

COMMUNICATION: (focuses on expressive, receptive, and pragmatic language)

Yes No

Expressive Language: Can student do the following independently?			
•	Use spoken language as primary method of expression		
•	Use gesturing as primary method of expression		
•	Use AAC as primary method of expression		
•	Use their primary method of communication to express their wants, needs, thoughts, preferences, ideas, personal information effectively.		
•	Use their primary method of communication to express upset/frustration/distress/pain effectively		
Receptive Language: Can student do the following independently?			
•	Look in the direction of person when name is called		
•	Point to an image in a picture after being asked (e.g. point to the boy)		
•	Follow familiar multi-step verbal directions (e.g. get your jacket and line up at the door)		
•	Follow verbal safety directions (e.g. stop, come here)		
Social-Pragmatic Language: Can student do the following independently?			
•	Make greetings and bid farewells (e.g. wave, "Hi," "Bye")		
•	Follow social rules like sharing, wait for turn, etc.		
•	Communicate with adults and peers without social interaction/communication breakdown		
Other (specify):			
Strategies/tools already attempted:			

Please initial after completing checklist:

Input from all staff listed below is helpful:

Classroom Teacher: _____

Special Education Teacher: _____

Input from at least one of the below:

PE Teacher: _____

Music Teacher: _____

Art Teacher: _____

Computer Teacher: _____

Please be sure that you've completed all shaded areas.