

1. AT Self-awareness

The student is aware of the impact of his or her disability on performance and knowledgeable about AT used to address that impact.

Intent: Self-awareness requires that students are able to name and describe their disability. In addition, they are knowledgeable about their own strengths and difficulties as they relate to the ability to accomplish tasks. Students understand how their AT and other accommodations help them to improve performance.

2. Knowledge of Legal Rights Regarding AT

The student understands the laws which address the rights to accommodations and the use of AT, including how to get help when access is denied.

Intent: Legal rights knowledge includes a basic understanding of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) regarding the rights of people with disabilities. Students are able to identify times when their rights are not being addressed and know how to get help when they are denied access to the educational program.

3. Disclosure of Disability for AT Accommodations

The student understands that federal laws require disclosure of disability information in order to acquire necessary AT devices and supports. The Student is able to provide the information needed in order to request an AT accommodation effectively.

Intent: Disclosure of disability rules require that students provide relevant information about their disability in order to acquire necessary AT. Students know when sharing information about a disability is or is not required and are able to use the established agency processes and procedures for requesting an AT accommodation

4. AT Self-Advocacy

The student knows about available AT supports and takes responsibility for interactions with the disability service office to acquire needed AT devices and services.

Intent: Self-advocacy skills allow students to take a leadership role with disability resource offices, campus AT services, and other agencies in order to acquire AT funding, training, coaching and other available supports. Students take independent action to ensure the availability of needed AT devices and services.

5. AT Communication

The student is able to effectively communicate with faculty, service providers and peers concerning his/her disability and the ways AT is used.

Intent: Effective AT communication skills include the ability to talk, write or otherwise communicate about one's disability and how it affects educational performance. Students with effective AT communication skills can describe their AT needs and help other people understand how and why AT is used.

6. AT Self-evaluation

The student knows how to evaluate personal performance when using AT and makes adjustments in AT use in order to improve performance.

Intent: Self-evaluation requires that the student analyzes all available performance information with a goal of determining the results of AT use in improving educational outcomes. The student is able to make adjustments and improvements to the ways AT is used.

7. Strategic Use of AT

The student uses of a variety of AT solutions and can independently choose the appropriate AT option for each situation.

Intent: Strategic use of AT includes knowledge of how to use a variety of AT solutions from low-tech to high-tech and the ability to independently choose an effective AT solution in a variety of academic, social and independent living situations.

8. Independent AT Use

The student uses AT accommodations effectively and independently.

Intent: Independent use of AT requires knowledge of how to use AT with little or no assistance in order to accomplish tasks and overcome access barriers to achievement. Students take responsibility for use of AT without reminders.

9. AT Problem Solving

The student knows strategies for identifying issues, problem solving difficulties and acquiring technical assistance when needed.

Intent: AT problem-solving requires the ability to identify AT technical problems and malfunctions and to use basic strategies to independently solve simple technical difficulties. Students know where and how they can acquire technical assistance when their own AT problem-solving skills are insufficient.

10. Long-term AT Planning

The student knows how to make long-term plans for AT selection, acquisition and use.

Intent: Long-term planning includes the student's ability to identify new and useful AT solutions as they become available, arrange for maintenance and upkeep of personal AT devices, budget for future AT purchases and, when needed, apply for funding for AT devices and services.