

Documentation of UAAACT Competencies

Name _____

Team _____

It is the responsibility of the UAAACT member to safeguard this document. You may occasionally be asked to submit copies of this form to the CCCD office in order to calculate your team training budget.

Level 1

Level I competencies may be passed off by CCCD staff, UAAACT team leaders who are Level II certified, or UAAACT Leadership Council Members who are Level II certified.

- _____ Become an appointed UAAACT member in training with a letter of support signed by the Special Education Director/Coordinator and principal or other appropriate administrator
- _____ Receive, sign for, and read the UAAACT Policy and Procedure manual
- _____ Write a brief letter accepting the responsibilities outlined in the UAAACT Policy and Procedure Manual associated with being a UAAACT member, and provide your demographic information at home and work, including social security number.
- _____ Demonstrate an understanding of the assistive technology assessment process.
- _____ Demonstrate an understanding of the use of the forms in the UAAACT Policy and Procedures Manual (or appropriate alternatives such as the WATI forms) by describing the function of each form.
- _____ Take an active part in a UAAACT assessment and prepare one acceptable report of a UAAACT evaluation or follow-up.

Level II

Level II competencies may be passed off by CCCD staff, UAAACT team leaders who are Level III certified or UAAACT Leadership Council Members who are Level III certified.

Demonstrate competencies in two or more of the following areas:

- _____ Three sophisticated AAC devices or six low tech to mid-range AAC Devices or an equivalent mix of low-tech to high tech products. (list the devices below)

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

- _____ Two computer operating systems, such as Macintosh OSX or Window XP, with associated access features for individual with disabilities (list the operating systems below)

1 _____ 2 _____

- _____ Three computer access devices such as Discover Switch, IntelliKeys, TouchWindow, or switch accessible trackball (list the devices below)

1 _____ 2 _____ 3 _____

- _____ Four special software programs such as Speaking DynamicallyPro, Boardmaker,

Co:Writer, Writing With Symbols, etc. (list the devices below)

1 _____ 2 _____ 3 _____
4 _____

- _____ Demonstrate an understanding of funding procedures for an AAC devices or other assistive technology system by preparing a funding plan for a student and working with parents and other service providers to acquire the needed technology.
- _____ Demonstrate an understanding of methods to make curriculum accessible through applying appropriate assistive technology by creating an accessible curriculum unit.

Level III

Level III competencies may be passed off by CCCD staff or UAAACT Leadership Council Members who are Level III certified.

Demonstrate competencies in four or more of the following areas:

- _____ Demonstrate skills in providing leadership to a UAAACT Team that conducts five or more team evaluations or follow-up visits during the year, submitting team reports to the UAAACT Leadership Council on time for one year, and assisting other team members in their progress in the UAAACT Competency program.
- _____ Demonstrate an understanding of legal issues related to assistive technology and the IEP process by describing how AT fits into IDEA and how the UAAACT team works with the IEP team to provide FAPE through AT evaluations.
- _____ Effectively manage team equipment for one year with the use of FileMaker Pro software. Provide copies of equipment check-out forms and account for UAAACT team equipment.
- _____ Demonstrate the ability to provide timely and accurate reporting of student assessments and follow-up sessions by keeping a file of student reports which include team member signatures and dates of signatures
- _____ In consultation with team members, prepare a plan to fairly allocate UAAACT team training funds to improve team members' skills.
- _____ Conduct positive public relations with district administrators regarding the UAAACT team activities (assessments, follow-up visits, training provided, etc.) and document your efforts.