



**ASSISTIVE TECHNOLOGY FOR TRANSITION SKILLS  
INTAKE INFORMATION FORM  
School-Based Services**

Date: \_\_\_\_\_

**IDENTIFYING INFORMATION**

Student Name:	_____	
Date of Birth:	_____	Age: _____
Address:	_____	
Parents/Guardians:	_____	
Telephone:	Home: _____	Cell: _____
Email	_____	
Person(s) filling out form:	_____	
Relationship to student:	_____	Daytime phone: _____
Email:	_____	

**SCHOOL INFORMATION:**

Name of School:	_____
Address:	_____
School Contact Name:	_____
Best way to reach the school contact:	<input type="checkbox"/> phone <input type="checkbox"/> email _____

**REPORT**

Person to Receive Report:	_____	
Preference/contact information:	Email: _____	Hard copy (snail mail): _____

## **SERVICE REQUESTED**

Assistive technology for transition includes the use of cell phones, portable or wearable technology devices, and apps, websites, or programs.

<input type="checkbox"/> <b>AT Evaluation</b>	Working at the school directly with the student and team to help determine what technology would support the student in meeting their goals. The evaluation includes a comprehensive report.
<input type="checkbox"/> <b>AT Consultation</b>	A consultation to assist teams to understand their assistive technology choices. Can include assistance with set-up, training, and integrating device use into classroom, and attendance at IEP meetings (3-hour minimum charge per visit)
<input type="checkbox"/> <b>Training</b>	Training in a specific topic, such as a specific software program or teaching staff how to use support strategies (3-hour minimum charge per visit)

*If you have a question about other AT services and curriculum access, or a student with Augmentative Communication (AAC) needs, please contact Kristi Peak-Oliveira at [kpoliveira@eastersealsma.org](mailto:kpoliveira@eastersealsma.org)*

## **DISABILITY AREAS**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Autism         | <input type="checkbox"/> Brain Injury         | <input type="checkbox"/> Hearing Impairment  |
| <input type="checkbox"/> Asperger's     | <input type="checkbox"/> Cognitive Disability | <input type="checkbox"/> Mobility Impairment |
| <input type="checkbox"/> PDD            | <input type="checkbox"/> Learning Disability  | <input type="checkbox"/> Speech/Language     |
| <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Vision Impairment    | <input type="checkbox"/> Behavior            |
| <input type="checkbox"/> Anxiety        | <input type="checkbox"/> Other _____          |  |

## **Areas of Concern**

What specific tasks are difficult for the student?

- |   |   |
|---|---|
| <input type="checkbox"/> Following Directions for Completing a Task | <input type="checkbox"/> Scheduling, Keeping Track of Appointments            |
| <input type="checkbox"/> Medication Management                      | <input type="checkbox"/> Community Access (using ride sharing service or GPS) |

Money Management

Life Skills (simple meal prep, shopping, appropriate clothing for weather conditions)

Stress Management

Electronic Communication Tools (text, emails, online job applications)

Study Skills

**What would you like to see the student do that he/she cannot do now? \_\_\_\_\_**

**What assistive technology, supports, or strategies have you already tried?**

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Computer:  Mac  PC

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Handheld Device  iPod touch  Cell Phone  iPad

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Low tech:  check list  paper calendars  other

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Vision Aids  page magnification  magnifiers

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Specialized Software  talking word processor  speech recognition  
 screen magnification

**Other technology or tools that you've tried? \_\_\_\_\_**

**STUDENT'S TECHNOLOGY SKILLS:**

Good keyboarding skills

Presses keys accurately

Types slowly

Comfortable with all forms of technology

Uses Microsoft Office

Uses Google Drive/Apps

Other: \_\_\_\_\_

**Are there issues with technology that we should be aware of? For example, can the student use technology to stay on task and not be distracted by other uses such as games? \_\_\_\_\_**

**Has the student shown the ability to generalize tasks such as the ability to complete money management tasks on a calculator to real world shopping experiences? \_\_\_\_\_**

**Additional Information:** Please include any other important details about the student. Strengths? Weaknesses? Learning Style? Interests?

\_\_\_\_\_

**Other Service Providers:** Please list any Occupational Therapy, Physical Therapy, Speech Language Therapy, ABA, TVI, etc. If these specialists should be contacted prior to the evaluation please include their contact information.

Provider: \_\_\_\_\_ Contact: \_\_\_\_\_

Provider: \_\_\_\_\_ Contact: \_\_\_\_\_

Provider: \_\_\_\_\_ Contact: \_\_\_\_\_

**Additional Information:**

\_\_\_\_\_

**PLEASE ATTACH ANY RELEVANT REPORTS WITH INFORMATION RELATING TO COMMUNICATION, COGNITION, OR OVERALL DEVELOPMENTAL LEVEL.**

Thank you for returning the form:  
[atintakes@eastersealsma.org](mailto:atintakes@eastersealsma.org)

Easter Seals, 484 Main Street, 6<sup>th</sup> Floor, Worcester, MA 01608  
Attention: AT Intakes

Please direct any questions to Kristi Peak-Oliveira, Clinical Supervisor, at [kpoliveira@eastersealsma.org](mailto:kpoliveira@eastersealsma.org) or 617-226-2861

