

InterACT Team

Interdisciplinary Augmentative Communication and Technology Team

Montgomery County Public Schools
Lynnbrook Annex
7921 Lynnbrook Drive
Bethesda, MD 20814
301 657-4929
Fax 301 657-4969

Preview Request for Assistive Technology Services by InterACT - MCITP

The InterACT Team provides assistive technology consultative services to MCPS staff working with children in Montgomery County Infant/Toddler Program (MCITP). InterACT staff provide services to support children who are non-speaking or have limited speech production and are in need of augmentative communication systems, and the current resources at the local level are not sufficient. InterACT staff also provide services to support children who have physical disabilities and cannot access a standard computer keyboard.

The reason for this Preview Request is:

Staff completing form: _____ Date: _____

Preview Request initiated by: MCITP team Family CIEP Other: _____

General Student Information

Child's Name:	Student ID:	Date of Birth:
MCITP site:	Site Phone Number:	
Medical Diagnosis:		Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Primary Language Spoken at Home:		Medical Assistance: <input type="checkbox"/> YES <input type="checkbox"/> NO
Status of Hearing & Vision:		

MCITP Team Information

Teacher:	Service Coordinator:
Speech Pathologist:	Health Services:
OT:	PT:
Vision:	Other:

Parent/Guardian Information

Names:	
Address:	
Home Phone:	Work Phone:
Email:	Cell Phone:

How do motor skills impact communication?

- No significant motor concerns
- Student requires wheelchair or adaptive seating
- Difficulty with arm and hand control
- Unable to point with finger
- Difficulty with head control for visual attention
- Other: _____

What is the child's current level of communicating?

Level 1--Emerging Communicators These are students who are at the early stages of communication and who primarily use behaviors to interact.

- pre-symbolic communicator who may display reflexive/reactive behavior (laughing, crying) which is interpreted by the observer as communicative
- communicator who exhibits intentional goal-directed behavior (not necessarily directed towards another person)
- communicator who exhibits intentional communicative behavior (goal directed behavior directed towards another individual) using gesture or natural non-symbolic means.

Level 2--Beginning Symbolic Communicators might be using some symbols: manual sign or sign approximations, vocalizations, stylized gestures (including pointing), and verbalizations or verbal approximations (one through approximately 50). They use the symbols one at a time and have not started combining them together much, if at all. They might use (or have tried) picture or object-based communications strategies, or a single or double-message speech generating device to indicate a simple greeting, the desire for reinstatement of a preferred activity or a choice between two activities.

Level 3--Intermediate Symbolic Communicators may be using a number of (25 or more) symbols: manual signs or sign approximations, vocalizations, verbalizations (or verbal approximations) one at a time—they may be combining the symbols (which would imply having close to 50 symbols in his/her repertoire) in a rudimentary syntax or word order, e.g., I want.... I like... I don't like... I go... etc.

adapted from Boulder Valley School District, Boulder, CO

Communication Functions:

FP = Full Physical Prompt PP = Partial Physical Prompt M = Modeled G = Gestural Prompt
 V = Verbal Prompt I = Independent

	Absent	Body movement /gestures	Pointing to photos	Pointing to Picture symbols	Pointing to text	Writing	Verbal	Other means (list)
Gaining attention								
Requesting object								
Requesting action								
Requesting help								
Expressing recurrence								
Terminating an activity (requesting a break)								
Protesting								
Greeting								
Commenting								
Expressing his physical condition								
Expressing farewell								
Requesting information								
Providing information								
respond with YES								
respond with NO								

Additional Information about how the child is currently communicating

- Eyegaze (describe) _____
- Objects (list) _____
- Sign language (list) _____
- Vocalizations/Words (examples) _____
- Communication Book or Display (describe) _____
- Written Language (include a writing sample) _____
- Speech generating devices (please specify): _____

Those Who Understand Child's Communication Attempts/Speech

	Most of the time	Part of the time	Rarely	Not Applicable
Unfamiliar Adults				
Teachers				
Therapists				
Peers				
Parent/Guardian				

What does the student do when not understood?

What strategies have been used by the staff to support functional communication:

(Please check all that apply)

- Prompt Hierarchy: Least to Most Most to Least
- Sign language / Gestures
- PECS (Picture Exchange Communication System)
- 20 Questions
- Partner Assisted Scanning
- Aided Language Input (Modeling)
- Verbal Modeling
- Wait Time
- Other: (Please describe)

Please describe any behavioral concerns:

What is the child's therapy schedule and where does it take place?

- PLEASE ATTACH THE IFSP***
- PLEASE ATTACH ANY REPORTS THAT ARE SPECIFIC TO THE ISSUES TO BE REVIEWED BY INTERACT STAFF***