



linking research to real life.

SIFTS



**Student Inventory for
Technology Supports**

The Problem....

IEP teams know their student's:

- Strengths and needs
- Environments
- Tasks

But often have difficulty matching those to technology features to support student learning and life tasks...

AT Center



ASSISTIVE TECHNOLOGY
INTERNET MODULES

What are AT features?

INTRODUCING **SIFTS**

STUDENT INVENTORY FOR TECHNOLOGY SUPPORTS



An AT Feature Matching Tool

How can I learn more about AT features?

AT Center



What is SIFTS?



The SIFTS is a quick and easy web-based survey tool developed primarily to support IEP teams who need assistance in matching student needs and strengths to AT features.

- Quick and easy online tool
- Aids in matching student needs and strengths to AT features.
- Usable by school teams, parents, consumers and others
- Builds knowledge of AT features
- Embedded text, picture and video supports
- Secure website to store student data
- Developed by a multi-disciplinary team of AT professionals

atfeaturematching.org

AT Assessment Resources

The following are a list of website resources that can be used to facilitate the AT assessment process. The resources include an assessment framework with supporting forms, other AT assessment forms for specifically identified student needs such as reading, writing, communication, math, organizational skills, etc., assessments for mobile devices and apps selection and the OCALI SIFTS tool.

<p>LINK</p>  <p>General AT Assessment Frameworks and Tools</p> <p>A list of website resources that can be used to facilitate the AT assessment process.</p>	<p>LINK</p>  <p>Mobile Devices and Apps Assessment Tools</p> <p>A collection of assessment and feature matching resources for mobile device/apps consideration.</p>	<p>Student Inventory for Technology Supports</p> <p>SIFTS</p> <p>Explore SIFTS (Student Inventory for Technology Supports), a new OCALI tool to support teams through the AT feature matching process.</p>
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<http://atfeaturematching.org>

<http://sifts.ocali.org/>



[What is SIFTS?](#)

[How does it work?](#)

Welcome to the Student Inventory for Technology Supports (SIFTS). The SIFTS is a tool to assist school teams in matching a student's needs with assistive technology (AT) features.

GET STARTED





[What is SIFTS?](#) [How does it work?](#)

OCALI Pass - Account Creation


* REQUIRED FIELDS

First Name *

Last Name *

Organization

Mailing Address Type *



**Student Inventory for
Technology Supports**

LOGIN

SIGN UP

What is SIFTS?

How does it work?

OCALI Pass - Login

Email

Password

LOGIN

[Create an account](#) | [Forgot your password?](#)



Terms and Conditions

Through your responses to a series of questions about your student's functional performance, the SIFTS assists the IEP team in determining AT features that may match the student's specific strengths and needs. Because of the nature of the tool, please be aware of the following limitations and responsibilities of the IEP team when using the SIFTS.

- Not every feature generated by the SIFTS is equally appropriate for a given student. The tool is designed to generate a variety of features in low-, mid- and high-tech categories to allow flexibility of the final solutions. It is the team's responsibility to investigate the feature solutions generated and to determine which of them are most appropriate for meeting the student's needs. These feature solutions should be included in the device(s) selected for equipment/device trial. As for any other instructional product, sound data collection and data interpretation techniques must be utilized before final selections are made.
- The field of technology is ever changing, so it is conceivable that the most recently developed AT features are not yet in the SIFTS database. In other words, this is not a complete listing of everything that is available in the field of AT but a starting point for identifying AT solutions that may be investigated for a given student.
- The SIFTS is not intended to take the place of a full AT assessment with a qualified team. Also, it is not intended to take the place of individual professionals who should be participating in the process as a part of the team. Throughout the SIFTS, prompts will assist you in identifying professionals beyond the required IEP team members whose training and expertise may be needed when making decisions in the various AT domains.
- Finally, providing assistive technologies in the absence of sound instructional practices and/or therapeutic interventions along with follow-up and follow-along will likely not result in desired outcomes. Rather, a combination of all these strategies is needed to ensure the best outcomes for students.

By clicking the button below, I am indicating that I have read the terms and conditions related to the use of the SIFTS and that I understand the limitations of the SIFTS as well as the responsibilities of the AT assessment team when using the SIFTS.



Welcome, Jan Rogers

You don't currently have any students in your dashboard.

To begin, click "Add a Student".

ADD A STUDENT

+ [Archived Students](#)



Welcome, Jan Rogers

You currently have **1 student(s)** in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

ADD A STUDENT

Student 3

Select a Domain

CREATE PROFILE

Select a Domain
Communication
Writing
Organization and Planning

Student Dashboard

Student 3

Added: September 4, 2015

Profiles: 0

[View History](#)

[Archive this Student](#)

Select a Domain
and then Create
Profile



SIFTS - Communication Domain

Use of Language

Team Members: The following team members should be included when exploring AT solutions in the communication domain: parent, student, classroom teacher/s, speech pathologist, and the occupational therapist/physical therapist if the student has motor challenges that may impact their access to the communication system.

Select the statement that best describes your student's use of language. The student has...

(Required)

- no speech.
- difficulty being **understood.**
- limited communication **topics.**
- difficulty speaking with appropriate **volume.**
- primarily verbal but needs assistance with **social skills.**

SAVE AND CONTINUE

Bolded key words to
increase
understanding and
speed of use



SIFTS - Communication Domain

Symbol Set

Describe the symbol set to which your student responds best. The student has a functional response with apparent communication intent using the following symbol set:

(Required)

- no apparent functional response to symbols when introduced.
- Real Objects
- Representative Mini Objects
- TOBI (True Object Based Icon)
- Photos
- Picture Symbols - COLOR
- Picture Symbols - BLACK AND WHITE
- Letters / Words
- An unknown response to a symbol set because this has not been tried with the student.

Intervention
Strategies provided
in the results.



SIFTS - Communication Domain

Symbol Meaning

Select the statement that best describes your student's preference for and ability to use symbols to communicate with others.
The student has...

(Required)

- a preference to use and understand **one symbol has one meaning**; however, the symbol needs to be embedded in **contextual supports** to have meaning to the user (e.g., presented within a picture of an event or activity/topic).
 - a preference to use and understand **one symbol has one meaning without** the need for **contextual supports** e.g., picture/word apple = apple) but the student is not able to categorize.
 - a preference to use and understand symbol **categorizations** e.g., picture/word fruit=apple).
 - a preference to use and understand a symbol can acquire many **different meanings** when combined with other symbols. Also known as semantic compaction, Minspeak, or Unity, this offers the greatest amount of vocabulary with the smallest number of symbols displayed (e.g., a symbol of a lemon might mean yellow, juicy, sour, or lemon dependent upon the other symbols with which it is combined such as rainbow+lemon=yellow).
-

SAVE AND CONTINUE



SIFTS - Communication Domain

Form Submission Error

You have missing, incomplete, or invalid information in this form - please see below for error details before continuing.

Recall

Select the statement that best describes your student's ability to recall and find the location of symbols. The student has...

(Required)

- difficulty quickly recalling the location of vocabulary on a **single page** (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- difficulty quickly recalling and locating vocabulary on **more than one page**.
- no difficulty** finding vocabulary on multiple pages.

SAVE AND CONTINUE

SIFTS - Communication Domain

Motor Access

Select the statement/s that best describe/s your student's motor performance. The student has. **(Select all that apply)**

- no functional use of hands** to make selections on a communication device.
- difficulty quickly** making a selection by pointing with a finger or typing (may impact ability to generate communication quickly enough to maintain the interest of the listener).
- fine motor manipulation difficulties** that do not allow independent operation of simple on-off switches, changing paper overlays, etc.
- difficulty safely carrying objects** while walking (portability).
- no concerns** using hands to manipulate objects.

Round buttons –
select 1
Square buttons –
select all that apply

SIFTS - Communication Domain

Question using previous responses

Summary

- a preference to use and understand **one symbol has one meaning without** the need for **contextual supports** e.g., picture/word apple = apple) but the student is not able to categorize.
- the ability to accurately select a **1.75" - 3.5"** size target.
- difficulty quickly recalling the location of vocabulary on a **single page** (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- an understanding of **21-144** words.
- **difficulty moving and touching** all four corners and the center of the selected device or overlay.

Using the above responses select one of the following statements as it applies to your student. You should also consider if the student is making rapid gains in vocabulary development when selecting your answer.

The student has...

(Required)

- an understanding of and ability to use **more vocabulary** than what can be provided on one page of a communication device.
 - an understanding and ability to use **less vocabulary** than the number of cells they are able to physically access on one page.
-

Student Performance

- difficulty being **understood**.
- an understanding of language at a level **comparable to that of peers**.
- Picture Symbols - BLACK AND WHITE
- a preference to use and understand **one symbol has one meaning without** the need for **contextual supports** e.g., picture/word apple = apple) but the student is not able to categorize.
- difficulty quickly recalling the location of vocabulary on a **single page** (e.g., needs to hunt for the location of items even when they have been at the same location for an extended time and with repeated training opportunities).
- an understanding of **21-144** words.
- the ability to combine single symbols / words to generate a novel message (e.g., I + like + cake).
- the ability to spell with **phonetic approximations** and recognize properly spelled words.
- **no need to see the message** as it is being created.
- an **adult female** voice.
- the ability to construct **simple sentences** (e.g., may not have proper word tense or omits little words such as the, to, a).
- **no** hearing concerns.
- no visual acuity concerns.
- **difficulty moving and touching** all four corners and the center of the selected device or overlay.
- the ability to accurately select a **1.75" - 3.5"** size target.
- the ability to **visually locate** and select a specified cell from a board filled with other symbols.
- **difficulty quickly** making a selection by pointing with a finger or typing (may impact ability to generate communication quickly enough to maintain the interest of the listener).
- **fine motor manipulation difficulties** that do not allow independent operation of simple on-off switches, changing paper overlays, etc.
- **difficulty safely carrying objects** while walking (portability).
- difficulty with **drooling**.
- an understanding of and ability to use **more vocabulary** than what can be provided on one page of a communication device.

Environments

- a need to communicate primarily within **noisy** environments.

Tasks

- the need to use a communication device as the **primary** method of accessing the **Internet**.

SETT
Framework

CONTINUE



SIFTS - Communication Domain

Feature Considerations for Student 3

Profile Created by Jan Rogers on September 4, 2015 at 2:07 pm

[Download a PDF version of these Feature Considerations](#)

The following list of features were generated based on your answers to the inventory questions. The features can be entered into a Google search page or shared with a vendor of AAC products to determine potential AAC solutions for your student. Note: When searching with Google, adding the acronym "AAC" (Augmentative and Alternative Communication) before the feature you are searching will result in more accurate results.

The goal of this tool is to help identify a comprehensive listing of features that might be included in a communication system. The descriptions, images and videos are provided to enhance your understanding of each individual feature. Use these features to begin the process of matching appropriate AT solutions to your student's needs.

Note: A comprehensive AAC system includes supports for all environments (school, home, work, community). The type of AAC system may vary depending on the environment. For example, a high-tech system might be used at home and school, but a low-tech, portable system might be needed in the work or community environment. It is important to consider all of these environments as well as both written and spoken communication needs when determining a communication system for a student.

Appropriate seating and positioning impacts a student's ability to access their communication system and should be addressed prior to making AAC device selections.

Symbol System

Color-Coded Cells to Support Recall

Pictures



Text

Frequently Used Vocabulary



Video

Limited Vocabulary Choices on a Page



Text Descriptions

Frequently Used Vocabulary



For a beginning communicator, the vocabulary is selected based on core words and high-interest words frequently used by the student. "Core" vocabulary describes a small set of basic words in any language that are used frequently and across contexts (Cross, Baker, Klotz, & Badman, 2006). Core words tend to be pronouns, verbs, and demonstratives because they represent words that generally do not change meaning (Stubbs, 1986). Words like big, little, give, eat, go, and you are examples of core vocabulary terms used every day in many situations. Research shows that 80% of what we say is communicated with only the 200 most basic words in our language (Baker & Hill, 2000). A frequently used vocabulary system typically consists of a single communication board containing all vocabulary words/phrases. Examples of frequently used vocabulary systems would include: One Hit Unity, Picture/Word Power or low-tech core/fringe system.

Additional Resources:

[Adult Core Vocabulary List](#)

[Preschool Core Vocabulary List](#)

[Toddler Core Vocabulary List](#)

Pictures

ibol System

r-Coded Cells to Support Recall

Close

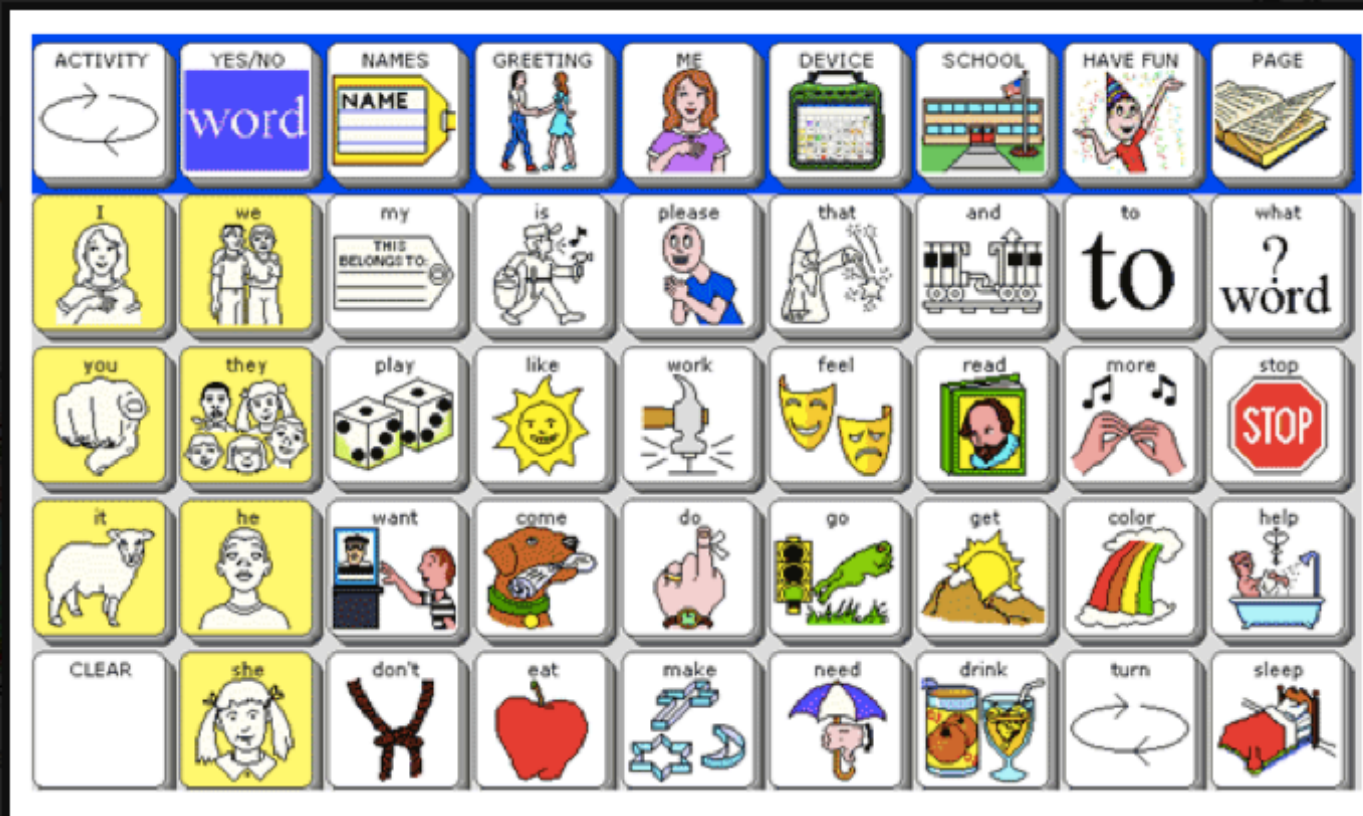


Image courtesy of Prentke Romich Company (PRC). Used with permission.

k images to zoom

Video

Welcome, Jan Rogers

You currently have **2 student(s)** in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

ADD A STUDENT

Student 3 ▾

Select a Domain ▾

CREATE PROFILE

Saves student information

Student Dashboard

Student 3

Added: September 4, 2015

Profiles: 1

[View History](#)

[Archive this Student](#)

Student 2

Added: November 20, 2014

Profiles: 4

[View History](#)

[Archive this Student](#)

+ [Archived Students](#)



Student History for Student 2

Student Added on November 20, 2014 at 11:38 am

SIFTS - Communication Domain

Profile Created on September 8, 2015 at 10:37 am

[Edit Profile](#) | [Feature Considerations](#)

SIFTS - Organization and Planning

Profile Created on June 8, 2015 at 11:15 pm

[Edit Profile](#) | [Feature Considerations](#)

SIFTS - Writing Domain

Profile Created on April 17, 2015 at 8:55 am

[Edit Profile](#) | [Feature Considerations](#)

SIFTS - Communication Domain

Profile Created on November 20, 2014 at 11:45 am

[Edit Profile](#) | [Feature Considerations](#)

Dates and
saves each
profile

[Return to Dashboard](#)



Welcome, Jan Rogers

You currently have **2 student(s)** in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

Archive
Students

ADD A STUDENT

Student 2 ▼

Select a Domain ▼

CREATE PROFILE

Student Dashboard

Student 2

Added: November 20, 2014

Profiles: 3

[View History](#)

[Archive this Student](#)

Student 1

Added: November 14, 2014

Profiles: 3

[View History](#)

[Archive this Student](#)



Welcome, Jan Rogers

You currently have **1 student(s)** in your dashboard. To create a profile for an existing student, select the student and a domain, and then click "Create Profile". To add an additional student, click "Add a Student".

ADD A STUDENT

Student 2

Select a Domain

CREATE PROFILE

Student Dashboard

Student 2

Added: November 20, 2014

Profiles: 3

[View History](#)

[Archive this Student](#)

[+ Archived Students](#)

ADD A STUDENT

Student 3

Select a Domain

CREATE PROFILE

Student Dashboard

Student 3

Added: September 4, 2015

Profiles: 1

[View History](#)

[Archive this Student](#)

+ [Archived Students](#)

Archived Students

Student 2

Added: November 20, 2014

Profiles: 3

[View History](#)

[Unarchive this Student](#)

Student 1

Added: November 14, 2014

Profiles: 3

[View History](#)

[Unarchive this Student](#)

AT Center



The Assistive Technology Center at OCALI

The Assistive Technology Center at OCALI features resources, supports, professional development, and a short-term lending library to assist in the effective implementation of assistive technologies for persons with disabilities. Assistive technologies can assist those with disabilities to more independently access school, work, and life activities.

AT Basics

AT Basics

Start here to get the big picture. General AT information that is quick and easy to understand.

Assessment

AT Assessment

Explore resources and forms to help teams understand and implement effective AT assessments, as well as SIFTS, an exciting new OCALI tool to support the AT feature

AT Tools

AT Tools (Apps, Software, Hardware)

Information and resources about AT tool selection, lending libraries for device trials and purchasing, and funding options.

AT Implementation

AT Implementation

Ideas for implementing AT to improve access to life tasks (learning, independent living, and work) as well as considerations for systems planning for AT implementation.

AT Professional Development

AT Professional Development

AT webinars, webcasts, on-line modules, as well as information on university certification, advanced degree programs, and



Assistive Technology Internet Modules (ATIM)

Learn about assistive technology through online learning modules on a broad range of topics for educators,

How can I make a selection based on features?

AT Center

LINK



AbleData

Provides objective information about AT and rehabilitation equipment including a database of 40,000 products with descriptions and contact information.

LINK



TechMatrix

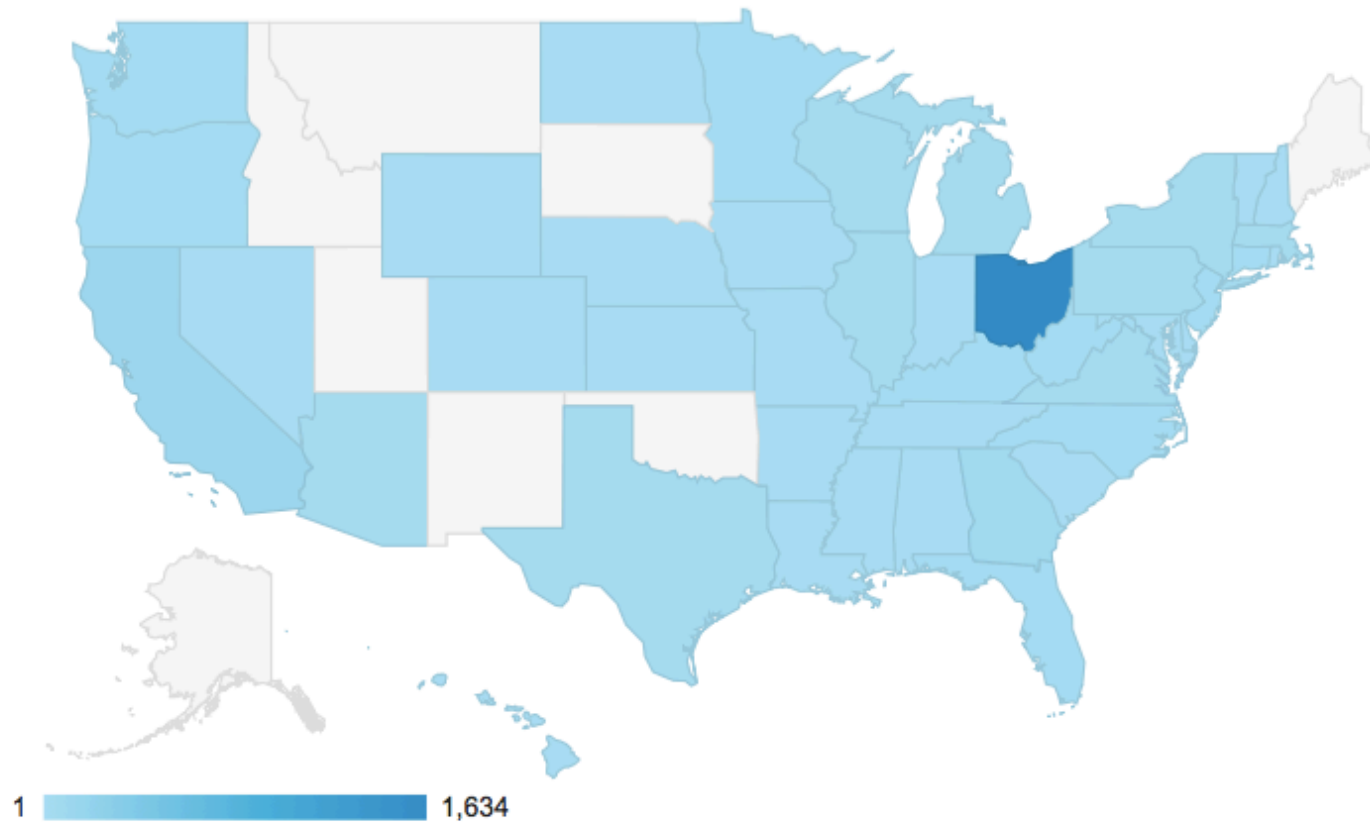
Search over 400 AT products by content area, grade level, IDEA disability category, instructional support categories, or keywords.

How can I make a selection based on features?

Who uses SIFTS?

1485 Users

44 States







linking research to real life.