MATCH-ACES Assistive Technology Assessment

Course Outline

Time	Activity	Method
9:00	What is the MATCH-ACES, Essential components of an AT evaluation	Lecture, small group activity, internet
9:30	Part 1, Educational activity area, student level of performance Part 2, Evaluation of Mobility, vision, hearing	Review of forms, lecture, powerpoint, interactive discussion
10:20	Break	
10:30	Part 2, continued Evaluation of Sensory processing, use of class materials, communication, self-help, physical motor performance, rec/leisure, social/behavioral	Lecture, powerpoint, interactive discussion, forms, internet
11:00	Part 2, continued Evaluation of Academic development (including IEP components), writing skills, learning/study skills, vocational tasks	Demonstration , lecture, powerpoint, worksheet
11:30	Lunch	
12:40	Participation Performance: rate of learning, overall academic development, progress on school IEP, performance in daily educational activities Case Study, group activity, team approach	Case study, small group activity, lecture, powerpoint, large group activity
1:30	Performance task goal sheet Predisposition to assistive technology Case Study	Lecture, powerpoint, interactive discussion, forms, case study
2:10	Break	
2:20	Assistive technology devices, features, feature match Case Study	Hands on activity, demonstration, fill-in-the blank, lecture, powerpoint, case study
3:10	Evaluation analysis, report writing, recommendations Case Study	Small group activity, worksheet, forms, internet, case study
3:40	Resources, links, evaluation equipment, components in an AT toolkit Review Course evaluation	Internet, demonstration, tools, interactive review, worksheet, evaluation, Q&A
4:00	Course concludes	

Abstract:
In spite of all the advances in AT, the average non-use rate has remained at about 30% for over 20 years. This is costly in terms of wasted products, your time, and the consumer's satisfaction. Research has shown that the most important way to reduce this non-use or abandonment rate is to involve the user in selecting the AT and to use a systematic process for assessing both

needs and desires. This workshop will present a systematic process: the Matching Assistive Technology to Child-Augmentative Communication Evaluations Simplified Assessment Process (MATCH-ACES), along with actual examples of its use and outcomes. The presenter will provide examples from K-12, with an emphasis on AT/AAC for education, the performance of activities in the educational setting, and implementation solutions to ease the process and assure continued success of AT use.

In this workshop you will learn:
• Learn the essentials in an AT/AAC Assessment using an evidence based format
• Gain confidence to perform assessments in the educational setting
• A specialized list of available low-cost toolkit items and Apps so you can assemble your own evaluation toolkit (many of you may already have on hand!)
• Create a team approach to evaluations and the transition process
• Determine AT/AAC device features to aid in decision-making process including the student's IEP
• Case studies and group work

Susan Zapf, Ph.D., OTR, ATP

Dr. Zapf is an occupational therapist and assistive technology professional with over 17 years of experience working with the pediatric population. She has developed the MATCH-ACES assessment, an evidence based process to AT/AAC evaluations. Dr. Zapf works in a private practice pediatric clinic, consults with schools on AT, and has taught university courses on assistive technology in pediatrics. She has presented nationally on assistive technology, occupational therapy and sensory strategies in pediatrics, and animal assisted therapy.

Learning Outcomes & Completion Requirements

At the end of this course, participants will be able to:

1. List three assistive technology device features that aid in the decision-making process.

2. Identify 3 out of 15 activity areas in the MATCH-ACES that occupational therapists should address during evaluation.

3. Name two resources that can be used to create an assistive technology evaluation toolkit.

4. Participants will demonstrate knowledge of learning outcomes using case study report, worksheets and fill-in-the-blank forms.

5. Participants are required to attend and participate in the full day(s) of training. Partial continuing education credits are not offered.

Participant Cancellation and Refund Policy:

Cancellations **must** be completed online or sent to cancellations@esc4.net, no later than seven calendar days prior to event. Phone cancellations are not accepted. Registrations are transferrable.

A processing fee of 25% of the registration cost with a minimum fee of $35 will be applied to the refund. No refunds for online courses, nonattendance, or cancellations submitted one to six days prior to the event. Participants will receive a full refund for events cancelled by Region 4.

Registration Cancellations must occur at least seven days prior to the first class in order to be eligible for refund of registration fees.

Class Cancellation:
In the event of a class cancellation the registrant will be contacted using the email provided in the online registration process. Future options will be offered.

Questions?
Visit our Help & How-To page, manage your registrations online or contact Registration Services at register@esc4.net

Region 4 Education Service Center (Region 4) is accessible to individuals with disabilities. If you have special needs or require special arrangements in order to participate in a session, please contact Region 4 Registration Services five working days prior to the training program date 713-744-6326 or Register@esc4.net.

Region 4 Education Service Center

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