1. **Who are the major stakeholders making decisions for AT in your district/school?**  
   (Video 1, slide 7)

2. **If you had a high school student who had suffered a stroke resulting in severe physical, visual and auditory processing difficulties, was non-verbal, but had minimal cognitive impact, what assistive technology would you recommend?**  
   (Video 1, slide 9)

3. **What are some other resources that have been useful to you?**  
   (Video 2, slide 6)

4. **What are some of the ways you could use the “some/most/all” planning pyramid to disseminate knowledge about AT to staff in your district?**  
   (Video 2, slide 11)

5. **What part of the AT process do you consider to be the most time consuming?**  
   (Video 2, slide 16)
6. What is the danger of recommending the same assistive technology for a specific disability type? For example – “All LD students with deficits in writing need a talking word processor program.” (Video 3, slide 5)

7. True or False: If a student has technology and is using it, the process stops. Why or Why Not? (Video 3, slide 6)

8. What are some ways your district ensures smooth transition of AT between school levels; i.e., elementary to middle, middle to high? (Video 4, slide 4)

9. Is there a written procedure in your district on where to document AT, if so, where? (Video 4, slide 9)