Matching Assistive Technology to Child (MATCH-ACES) facilitates the educational team’s goal to effectively evaluate and implement AT for students in their educational settings. It is a student-centered assessment that identifies student’s needs, preferences, technology match, and outcome effectiveness. MATCH-ACES addresses the Global Priority Research Agenda items: (a) standards and methodologies for AT assessment and (b) best-practices for service delivery.

The MATCH-ACES ... is an evidence-based assessment process that considers the student’s education needs, abilities, environmental context, device features, and outcomes to make an effective match of student and technology.

Products: The student and team identifies specific device features required that meets the needs and desires of the student. Specific device characteristics are analysed with a comprehensive device form.

Provisions: The student and technology match are the central target of the assessment framework.

Zapf, Scherer, Baxter, and Rintala (2016) completed a quasi-experimental study and found the MATCH-ACES assessment to have good reliability, clinical utility, and to significantly predict AT-use status.

What is the impact for AT users and other stakeholders?

Zapf et al. (2012) found the MATCH-ACES assessment guided AT professionals in matching students and AT with 80% of the students successfully using the recommended AT and less than 11% of these students abandoned AT compared to an overall abandonment rate of 30% reported in AT literature. Students made significant gains in achieving educational goals and effectively participating in the educational curriculum.

The MATCH-ACES can help AT professionals to effectively assess AT needs, develop effective implementation plans, and provide administrators with cost effective AT solutions.

Implications for Products, Provision, Personnel, & Policy

The MATCH-ACES supports the Global Research Agenda by:

- Providing a universal evidence-based framework for AT professionals to utilize for the pediatric populations.
- Having a student-centered assessment that includes student, teacher, and parent perspectives.
- Incorporating the ICF-CY and occupational therapy terminology and supports the mission of supporting students with disabilities.

Strategies to share and build global capacity based on this work

The MATCH-ACES is currently being used in the United States, and Zapf and Scherer are collaborating with colleagues in Italy and Israel on versions of the assessment. Zapf and Scherer welcome the interest of international colleagues to collaborate on an international assessment process.

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