SETT-ing the AT Stage

AT Assessment & Implementation

Questions about AT?

- Pre-referral?

- Referral

- Team membership

- Assessment

- Extended Trials

- Implementation

Assistive Technology

- "IN GENERAL-Assistive technology means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to INCREASE, MAINTAIN OR IMPROVE functional capabilities of a child with a disability.

Consideration

Assistive Technology Consideration Guide

Name:	Date of birth:	Current Date:

Contact or Location:

Persons participating in consideration:

1. Review each area below and mark to indicate any areas in which there are concerns about the ability to function as independently as possible in that area because of disabilities. Review the goals and objectives of the service plan to determine if any functional limitations will impede progress.

Physical: (health, motor abilities, seating, positioning)	Academic Performance: Basic and content reading; Reading comprehension; Mathematics calculation, reasoning and application; Written expression; Oral expression; Listening comprehension; Learning preference; learning style, strategies; Effect of the disability on acquisition, development, mastery and applications of academic skills.	Vocational Performance: General work behaviors; Following directions; Working independently or with job supports; Job preferences or interests; Dexterity; Abilities; Interpersonal relationships and socialization; Related work skills.
Sensory: (Vision, hearing, sensitivity to/of touch)		
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication	Environmental Control: Ability to control events within the environment; Ability to interact with others to influence actions of others	Recreation / Leisure: Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement.
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.	Social Competence: Adaptive behaviors and social skills, which enable a child or youth to meet environmental demands and to assume responsibility for his own and other's welfare.	Other:

2. If there are no areas of concern, proceed to Step. #9.

3. Enter each highlighted area into a box in the first column of the grid below, along with the specific functions that are of concern (see table above for examples)
4. If there are areas of concern, write the SPECIFIC tasks related to progress in that area that this person needs to be able to do or learn to do that currently would be difficult or impossible to do without assistance.
5. For each task listed, determine how barriers to doing those tasks are currently addressed (special strategies? Accommodations? Modifications? Assistive technology?). Enter this information in Column A
6. Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
7. Consider whether the use of new or additional assistive technology would: (a) enable performance of this task with more ease, efficiency, or in a less restrictive environment, or (b) perform the task successfully with less personal assistance. If yes, indicate in column C.
8. If team members are not familiar with assistive technology tools that could address remaining barriers or need additional assistance, indicate in column C that further investigation is necessary in this area.

9. Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.

Zabala, J.S. (2002) Assistive Technology Consideration Guide. Based on Denham, A. P., & Zabala, J. S., (1999). Assistive Technology Consideration Guide for IEP Teams. For more information or to provide feedback, contact by e-mail: joy@joyzabala.com.

Student

- Can the student demonstrate what they know during assessment using materials found in "out of the box" tools

- What does the student need to be able to do that is difficult or impossible to do independently right now

- What new learning do you expect to see

- Special needs related to this area of concern

- Current abilities

- Interests and preferences

Environments

- Arrangement: instructional & physical

- Supports available to students AND staff

- Materials & equipment

- Access: tecnological, physical, instructional

- Attitudes & expectations: staff, family, other

Tasks

- SPECIFIC tasks that occur in the natural environment

- SPECIFIC tasks required for active involvement in communication, instruction, participation, productivity or environmental control

Example

- Example form will go here