

Assistive Technology Consideration: Student, Environment, Tasks and Tools (SETT)

Based on the work of... Joy Zabala (SETT Framework: www.joyzabala.com) and Penny Reed (Assistive Technology Assessment Checklist: www.wati.org)

An Assistive Technology Device is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

An Assistive Technology Service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. IDEA, 2004 P.L. 108-446, Section 602

Student: _____ Grade/Age: _____ School Building: _____ District: _____
 Contact/Case Manager: _____ E-Mail: _____ Initial Meeting Date: _____
 Team Participants: (Names/Titles) _____

AT Consideration: Select the instructional or access areas in which the student is experiencing difficulty completing daily tasks and/or goals.

Y	N	Written Expression	Y	N	Spelling	Y	N	Reading	Y	N	Math	Y	N	Study/Organizational Skills
Y	N	Communication	Y	N	Listening	Y	N	Vision	Y	N	Daily Living Activities	Y	N	Seating/Positioning
Y	N	Recreation/Leisure	Y	N	Mobility	Y	N	Hearing	Y	N	Environmental Control	Y	N	Pre-Vocational/Vocational
Y	N	Other-Specify:												

If yes (and linked to an IEP goal, identify that goal(s):

Discuss the Student, Environment and Tasks, deciding what the student needs to do in different environments. Lastly... look at the most appropriate tools to accomplish those tasks.

STUDENT What are the student's needs? (Instructional areas?)	ENVIRONMENTS Classes/situations where help is needed.	TASKS Tasks student needs to be able to accomplish.	TOOLS What AT tools or services will address these tasks? (Current, New or Additional)

Conclusion: Highlight one of the three conclusions below (Select the text and click the 'Text Highlight' button in the toolbar.)

- Student's needs are being met WITHOUT assistive technology => 'considered but not needed' on the IEP.
- Student's needs are being met WITH assistive technology => List items and related support services on the IEP.
- AT concerns continue to exist => Further assessment is necessary.

These are the questions a team should ask itself when considering AT for a student.

The <u>STUDENT</u>	The Student's learning <u>ENVIRONMENTS</u>	The <u>TASKS</u> the student is being asked to complete	The <u>TOOLS</u> the student has <u>or may need to complete the tasks</u>
<ul style="list-style-type: none"> • What does the Student need to do? • What are the Student's special needs? • What are the Student's current abilities? 	<ul style="list-style-type: none"> • What materials and equipment are currently available in the environment? • What is the physical arrangement? Are there special concerns? • What is the instructional arrangement? Are there likely to be changes? • What supports are available to the student? • What resources are available to the people supporting the student? 	<ul style="list-style-type: none"> • What naturally occurring activities take place in the environment? • What is everyone else doing? • What activities support the student's curricular goals? • What are the critical elements of the activities? • How might the activities be modified to accommodate the student's special needs? • How might technology support the student's active participation in those activities? 	<ul style="list-style-type: none"> • What no tech, low tech, mid tech and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? • What strategies might be used to invite increased student performance? • How might these tools be tried out with the student in the customary environments in which they will be used? • Does the student require accessible, alternate format versions of printed textbooks and printed core materials?

WATI Assistive Technology Assessment Checklist

<p><u>SEATING, POSITIONING AND MOBILITY</u></p> <ul style="list-style-type: none"> _ Standard seat / workstation at correct height and depth _ Modifications to standard seat or desk _ Alternative chairs _ Adapted / alternate chair, sidelyer, stander _ Custom fitted wheelchair or insert <p><u>MOBILITY</u></p> <ul style="list-style-type: none"> _ Walking devices – crutches / walker _ Grab bars and rails _ Manual wheelchair _ Powered scooter, toy car or cart _ Powered wheelchair w / joystick or other control _ Adapted vehicle for driving <p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> _ Concrete Representation _ Simple speech generating device _ Speech generating device with levels _ Speech generating device with icon sequencing _ Speech generating device with dynamic display _ Text based device with speech synthesis 	<p><u>COMPUTER ACCESS</u></p> <ul style="list-style-type: none"> _ Positioning of student _ Standard Keyboard/Mouse with accessibility / access features built into the operating system _ Standard Keyboard / Mouse with Adaptations _ Rate Enhancement _ Alternate Keyboard/Mouse _ Onscreen keyboard _ Voice recognition software _ Eye Gaze _ Morse Code _ Switch Access <p><u>MOTOR ASPECTS OF WRITING</u></p> <ul style="list-style-type: none"> _ Environmental and seating adaptations _ Variety of pens / pencils _ Adapted pen / pencil _ Writing templates _ Prewritten words / phrases _ Label maker _ Portable word processor _ Computer with accessibility features _ Computer with word processing software _ Alternative keyboards _ Computer with scanner _ Computer with word prediction _ Computer with voice recognition software 	<p><u>COMPOSITION OF WRITTEN MATERIAL</u></p> <ul style="list-style-type: none"> _ Picture Supports to write from/about _ Pictures with words _ Words Cards / Word Banks/Word Wall _ Pocket Dictionary / Thesaurus _ Written templates and Guides _ Portable, talking spellcheckers / dictionary / thesaurus _ Word processing software _ Word prediction software _ Digital templates _ Abbreviation expansion _ Word processing with digital supports _ Talking word processing _ Multimedia software with alternative expression of ideas _ Tools for citations and formats _ Voice recognition software <p><u>READING</u></p> <ul style="list-style-type: none"> _ Book adapted for access _ Low-tech modifications to text _ Handheld device to read individual words _ Use of pictures/symbols with text _ Electronic text _ Modified electronic text _ Text reader _ Scanner with OCR and text reader _ Text reader with study skill support 	<p><u>MATHEMATICS</u></p> <ul style="list-style-type: none"> _ Math manipulatives _ Low-tech physical access _ Abacus / math-line _ Adapted math paper _ Adapted math tools _ Math “smart chart” _ Math scripts _ Math tool bars _ On-screen calculator _ Alternative keyboards / portable math processors _ Virtual manipulatives _ Math software and web simulations _ Voice recognition math software <p><u>SELF-MANAGEMENT</u></p> <ul style="list-style-type: none"> _ Sensory regulation tools _ Movement and deep pressure tools _ Fidgets _ Auditory Reminders _ Visuals
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INFORMATION MANAGEMENT

- _ Tabs
- _ Sticky Notes
- _ Highlighters
- _ Key Words
- _ Study Guides
- _ Task Analysis
- _ Digital Highlighter and Sticky Notes
- _ Handheld Scanner / electronic extraction
- _ Study grid generators / grading rubrics
- _ Online search tools
- _ Online webtracker
- _ Online sorting file tools
- _ Digital Graphic Organizer
- _ Online manipulatives, interactive, tutorials, animations

TIME MANAGEMENT

- _ Checklist
- _ Paper planners / Calendars
- _ Visual Schedules
- _ Portable, adapted timekeepers
- _ Electronic reminders
- _ Digital planners
- _ Web-based planning tools

MATERIAL MANAGEMENT

- _ Low-tech organizers
- _ Checklists
- _ Container System
- _ Coding System
- _ Electronic filing and storage
- _ Portable electronic storage
- _ Computer-based tools
- _ Tactile measuring devices
- _ Abacus
- _ Talking calculator
- _ Models or 2D and 3D geometric shapes
- _ Tiger embossed, PIAF Tactile representation

RECREATION AND LEISURE

- _ Typical toys / puzzles / balls / utensils / etc adapted
- _ Flexible rules
- _ Specially designed utensils / equipment
- _ Electronically / mechanically adapted utensils / equip.
- _ Electronic aids – remote controls, timers, etc.
- _ Computer-facilitated / based activities
- _ Online / Virtual recreational experience

VISION – COMPUTER ACCESS

- _ Color scheme
- _ Large operating system features
- _ Built-in magnification
- _ Fully-featured magnification
- _ Screen reader
- _ Screen reader with Braille device

VISION – READING

- _ Glasses
- _ Color Filter
- _ Slant-board
- _ Large print
- _ Optical Magnifier
- _ Electronic Magnifier
- _ CCTV
- _ Monocular
- _ CCTV with distance camera
- _ Audio text
- _ Computer-based reading software
- _ Electronic Braille note-taker

VISION - MATHEMATICS

- _ Large print measuring tools
- _ Large key calculator
- _ Tactile measuring

VISION – WRITING

- _ High contrast pen
- _ Portable word processing device
- _ Typing with audio support
- _ Braillewriter
- _ Typing with Braille support
- _ Electronic Braille note taker
- _ Voice recognition

VISION – MOBILITY

- _ Cane
- _ Monocular
- _ Braille / talking compass
- _ Electronic travel device
- _ GPS device

VISIONS –PICTORIAL INFORMATION

- _ Enlarged format
- _ CCTV
- _ Models or objects
- _ Tactile graphics
- _ Tactile-audio graphics

VISION – NOTE TAKING

- _ Slate and stylus
- _ Tape or digital recording device
- _ Computer-based recording software
- _ Electronic Braille note taker

HEARING - TECHNOLOGY

- _ FM
- _ Infrared
- _ Induction Loop
- _ 1:1 Communicators
- _ Personal amplification

HEARING - COMMUNICATION

- _ Telecommunication supports
- _ Closed captioning
- _ Person to person
- _ Classroom / group activities
- _ Voice to text / sign
- _ Real-time captioning