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

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: 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.**

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

**Meeting Notes:**

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

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| **The STUDENT** | **The Student's learning ENVIRONMENTS** | **The TASKS the student is being asked to complete** | **The TOOLS the student has or may need to complete the tasks** |
| * What does the Student need to do? * What are the Student's special needs? * What are the Student's current abilities? | * 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? | * 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? | * 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? |

**Assistive Technology Assessment Checklist**

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| **SEATING, POSITIONING AND MOBILITY**  \_ 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  **MOBILITY**  \_ 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  **COMMUNICATION**  \_ 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 | **COMPUTER ACCESS**  \_ 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  **MOTOR ASPECTS OF WRITING**  \_ 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 | **COMPOSITION OF WRITTEN MATERIAL**  \_ 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  **READING**  \_ 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 | **MATHEMATICS**  \_ 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  **SELF-MANAGEMENT**  \_ 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 tolls  \_ 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 |