Kent ISD Assistive Technology Consideration SETT Framework and Implementation Plan

Date:		St	uder	nt:							
Te	am N	Members (names/titles): _									
Sc	hool	/Grade:				ΑT	C	ontact/Case Manager with er	nai	l:	
	AT	Consideration: Select the instru	ictio	nal o	r access areas in which the stude	nt i	s e	xperiencing difficulty completing dai	ly t	asks	, goals, and/or benchmarks.
Y	N	Written Expression	Y	N	Spelling	Υ	N	Reading	Υ	N	Math
Y	N	Study/Organizational Skills	Y	N	Listening	Υ	N	Communication	Υ	N	Seating/Positioning
Y	N	Daily Living Activities	Y	N	Recreation and Leisure	Υ	N	Vision	Υ	N	Mobility
Y	N	Environmental Control	Y	N	Hearing	Υ	N	Pre-Vocational/Vocational	Υ	N	Other – Specify:

Identify related IEP goal(s):_____

Conclusion: Circle one of the three boxes									
Student's needs are being met WITHOUT assistive technology – "considered but not needed" on IEP	Student's needs are being met WITH current assistive technology – List items and related/ support services below	Concerns continue to exist – Further AT trials or exploration are necessary – See below	AT needs have not been determined, assessment and consideration will be initiated						

STUDENT: What are the student's needs, abilities, interests, concerns?	ENVIRONMENT: Classes, locations, situations physical arrangement where help is needed.	TASKS: What are the tasks and their critical elements that the student needs to be able to accomplish (specialized daily tasks, goals, or benchmarks)	TOOLS: (**Complete This Column Last) What AT tools or services will address these tasks within the customary environments?
Instructional Area:			Currently Used AT:
			New or Additional AT:

Adapted from Joy Zabala, 2002 Technology Kent ISD Assistive

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		New or Additional AT:
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SETT Tool Prioritization

Establish Target Tools, Availability and Training Needs

TOOL/STRATEGY to be Trialed	Initial Date	e follow-up with data	follow-up with data	Who To Implement	For Which Task	Where

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TOOL Training Plan	A	TOOL VAILABILIT	TY	Training, planning, coordination (Prior to implementation- who will train/coordinate)				
Tool	Available within environment	Available through special education	Need to be acquired – from where?	Train the STAFF	Train the STUDENT	Train the FAMILY		
	environment	education		Trainer/date	Trainer/date	Trainer/date		

Summary and Notes: