



**inclusion
matters!**

SECTION 11

Determine Equipment, Technology and Communication Needs

Determine Equipment, Technology and Communication Needs

Special School District has departments to review, discuss and address each of the possible needs (Equipment, Technology and Communication). Each student's unique needs should be considered. The accompanying resources created by the Related Services Department spells out the steps for consideration, review, contact and implementation. Please don't hesitate to contact your Computer Access Facilitator, your Augmentative Communication Facilitator or your Physical Therapist to discuss further.

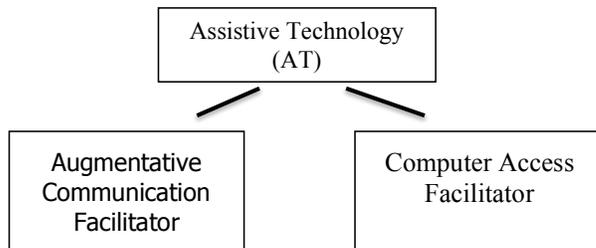
Assistive Technology Overview

What is considered Assistive Technology?

Assistive technology is any tool or device that a student with a disability uses to do a task that he or she could not otherwise do without, or any tool the student uses to do a task more easily, faster, or in a better way. It can be a commercial product or something that someone makes. It can be a simple "low tech" device such as a pencil grip or an expensive "high tech" device such as a computer (Reed, 2001).

The legal definition from the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 is: "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 individuals with disabilities." (Reed & Bowser, 2000)

Assistive Technology Services are defined by IDEA 2004 as "any service that directly assists a child with a disability with the selection, acquisition, or use of an assistive technology device."



Services we provide:

- Supports for to remove curricular/IEP barriers
- Alternate access to computers
- Consultation to determine appropriate AT tools and strategies
- Training and support related to AT tools and strategies

Examples of AT tools: switch and switch interface, enlarged keyboard, trackball, portable word processor, touch screen, software (Co:Writer, PixWriter, Classroom Suite)

Teachers access our services by:

- 1) Documenting our services in the IEP (form is called "How to Request an AT Consultation" explains how to do this)
 - 2) Completing and submitting an Assistive Technology Facilitator Request Form
- * Both forms can be found on the Assistive Technology department's page on SSD Life.

Once our services have been requested, the Augmentative Communication Facilitator and/or Computer Access Facilitator will contact staff to schedule a SETT (student, environment, tasks, and tools) meeting to guide the staff in selecting the correct AT tool for the child.

A Brief Introduction to the SETT Framework

Joy Smiley Zabala

The SETT Framework is an organizational tool to help collaborative teams create Student-centered, Environmentally useful, and Tasks-focused Tool systems that foster the educational success of students with disabilities. The SETT Framework is built on the premise that in order to develop an appropriate system of assistive technology devices and services, teams must first gather information about the student, the customary environments in which the students spend their time, and the tasks that are required for the students to be active participants in the teaching/learning processes that lead to educational success. It is believed that the elements of the SETT Framework, with minor adjustments, can also be applied to non-educational environments and service plans.

Critical Elements of SETT

- Collaboration
- Communication
- Multiple Perspectives
- Pertinent information
- Shared Knowledge
- Flexibility
- On-going Processes

It must be remembered that SETT is a framework, not a protocol. The questions under each section of the SETT Framework are expected to guide discussion rather than be complete and comprehensive in and of themselves. As each of these questions is explored, it is likely that many other questions will arise. The team continues the exploration until there is consensus that there is enough shared knowledge to make an informed, reasonable decision that can be supported by data.

The Student

- What is the functional area(s) of concern? *What does the student need to be able to do that is difficult or impossible to do independently at this time?*
- Special needs (related to area of concern)
- Current abilities (related to area of concern)

The Environments

- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environments)
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, others)

A Brief Introduction to the SETT Framework

The Tasks

- What SPECIFIC tasks occur in the student's natural environments that enable progress toward mastery of IEP goals and objectives?
- What SPECIFIC tasks are required for active involvement in identified environments? (related to communication, instruction, participation, productivity, environmental control)

The Tools

In the SETT Framework, Tools include devices, services and strategies... everything that is needed to help the student succeed.

Analyze the information gather on the Student, the Environments, and the Tasks to address the following questions and activities.

- Is it expected that the student will not be able to make reasonable progress toward educational goals without assistive technology devices and services?
- If yes, describe what a useful system of assistive technology devices and services for the student would be like.
- Brainstorm Tools that could be included in a system that addresses student needs.
- Select the most promising Tools for trials in the natural environments.
- Plan the specifics of the trial (expected changes, when/how tools will be used, cues, etc.)
- Collect data on effectiveness.

It is expected that the SETT Framework will be useful during all phases of assistive technology service delivery. With that in mind, it is important to revisit the SETT Framework information periodically to determine if the information that is guiding decision-making and implementation is accurate, up to date, and clearly reflects the shared knowledge of all involved.

Joy Zabala (March, 2002). For permission to use, contact via email at joy@joyzabala.com

Considerations for Assistive Technology

Does the Student Require Assistive Technology Devices and/or Services?

A Framework for Consideration

This form may be used by IEP teams as a framework for discussion to consider the student's need for assistive technology devices and/or services.

Directions for completing the checklist.

SECTION 1: Skill Areas

- Review the skills in the areas that are relevant to the student.
- Place a check mark next to the statement(s) that describe(s) the IEP team's concern(s). Provide additional information as needed in the space provided.

SECTION 2: Current Strategies

- In Section 2, list the numbered concern(s) checked in Section 1.
- Next to each listed concern identify the IEP goal number to which this concern relates.
- Identify the non-assistive technology modifications/accommodations currently being used.
- Circle YES if the non-assistive technology modifications/accommodations are successful. Circle NO if not.
- List assistive technology modifications/accommodations currently being used.
- Determine whether the assistive technology modifications/accommodations are successful. If not, identify the barriers continuing to exist.

SECTION 3: Summary of Consideration

- Based on the discussion from Section 1 and 2, the team will use their findings to make a conclusion using the chart in this section.
- Additional information on documenting assistive technology can be located in the IEP manual and on SSDLife>MyWorld>Assistive Technology>General Information <https://www.ssdlife.org/share/sites/Public/assistive/General%20Information/Forms/AllItems.aspx>

Adapted from: AT Considerations in the IEP, Arizona Department of Education, Southwest Human Development, and the Arizona School Districts, April, 2005

Considerations for Assistive Technology

Student's Name _____ District _____ Date _____

DOB _____ Age _____ Grade _____ SSD# _____ Educational Diagnosis _____

When an IEP is developed for a student this form may be used to guide the IEP team's discussion and determine if Assistive Technology devices and/or services are required.

Section 1: Skill Areas - Make a check in the box before relevant statements.

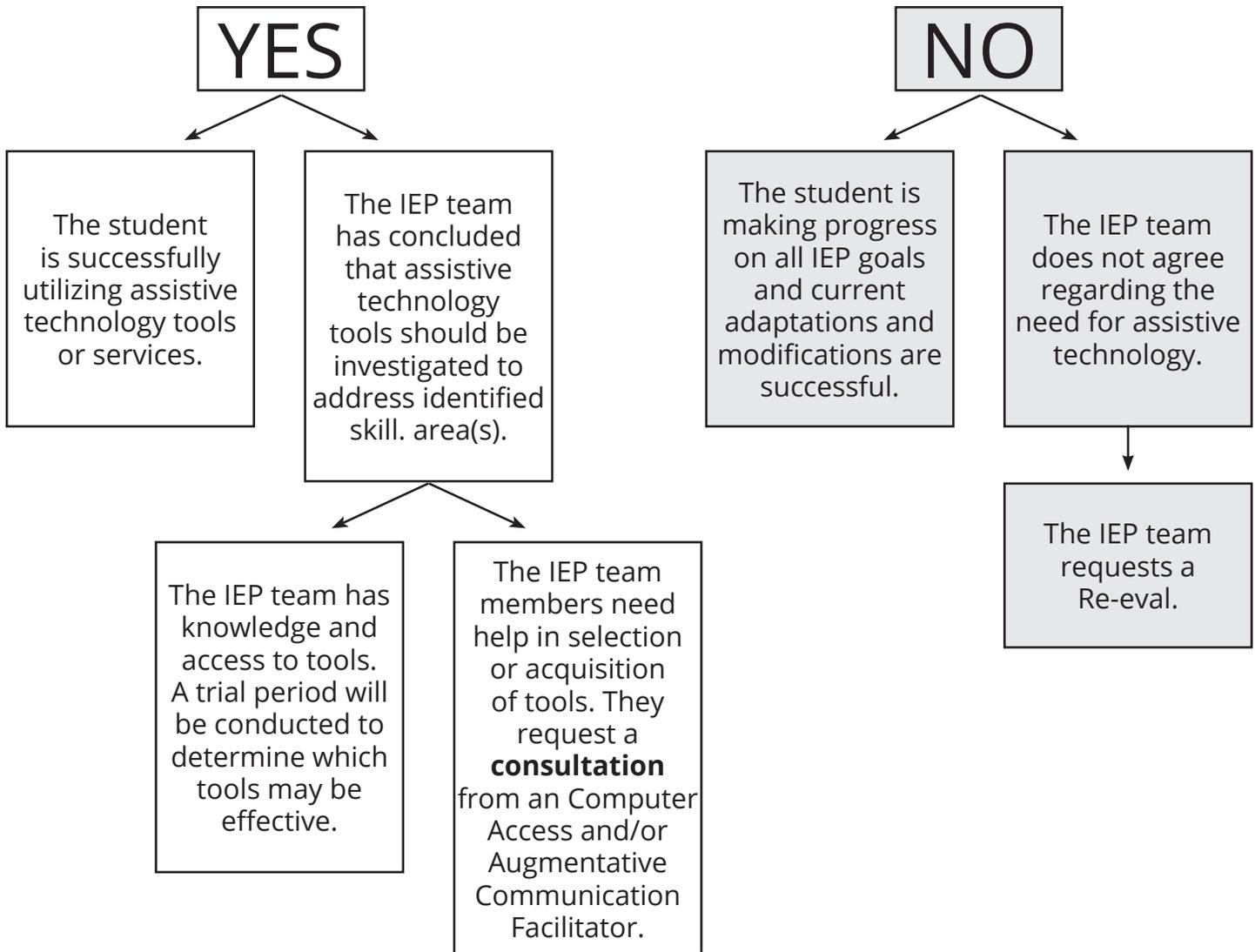
	Academic Achievement
	Struggles with being able to physically manipulate books and print material to independently read
	Reading is a challenge in one or more curricular areas
	There is a discrepancy between decoding and comprehension
	Struggles with the concept of time, money, and measurement
	Struggles with math concepts (ex. addition, subtraction, multiplication, division, fractions, and/or decimals)
	Struggles with word problems
	Has difficulty using a typical word processor or its features (ex. spell check) to complete written tasks
	Other: (list concern)
	Health/Motor
	Writing is slow, laborious, illegible, or inadequate in one or more curricular areas (specify):
	Has difficulty using traditional school tools (pencil, scissors, books, etc.)
	Has difficulty using the computer with traditional mouse and/or keyboard
	Typing on a keyboard is slow and laborious
	Struggles with navigating through the school environment without specialized equipment
	Is unable to sit in the classroom environments without specialized equipment or positioning
	Has difficulty accomplishing self-care tasks independently
	Carrying necessary materials between locations is difficult
	Participating in recreation/leisure activities in a typical manner is difficult
	Other: (list concern)
	Hearing/Processing
	Experiences challenges when hearing
	Has difficulty following multi-step directions
	Experiences unusual sensitivity to sound(s)
	Experiences hypersensitivity to loud environments
	Other: (list concern)

	Intellectual/Cognitive
	Struggles with organizing ideas or environment
	Has difficulty understanding and following verbal instructions
	Is unable to follow a schedule
	Has difficulty utilizing study strategies
	Struggles with listening and/or auditory comprehension (ex. listening to stories/lectures, following directions, participating in class discussions)
	Other: (list concern)
	Social/Emotional/Behavioral
	Being in the class/work setting for the required period of time is difficult
	Other: (list concern)
	Speech and Language
	Has difficulty communicating wants/needs
	Unfamiliar communication partners cannot understand out-of-context speech
	Communication method/mode hinders class participation
	Communication does not allow for participation in multiple environments
	Has difficulty understanding cause and effect relationships
	Other: (list concern)
	Vision
	Experiences challenges when seeing
	Seeing and reading typical text formats is difficult
	Experiences challenges when utilizing the computer (ex, keyboard, monitor, voice output, screen navigation, cursor, polarity)
	Other: (list concern)
	Other

Section 3: Summary of Consideration

After completing Section 2, the team will reach one of the following conclusions to determine if the student requires assistive technology devices and/or services.

Assistive Technology – Checking YES or NO



PLEASE NOTE:

- A Consultation will result in an assistive technology recommendation.
- A ReEval will yield a “YES” or “NO” regarding the need for assistive technology. If “YES” then you will request a Consultation.
- There is no need to do a Re-eval, when you request a consultation.
- If you have any questions about this process, please contact a Computer Access or Augmentative Communication Facilitator.

Any Questions??? – Contact a Computer Access or Augmentative Communication Facilitator.

Guiding Principles for Assistive Technology

1. The primary goal of assistive technology is the enhancement of capabilities and the removal of barriers to performance.
2. Assistive technology can be a barrier.
3. Assistive technology may be applicable to all disability groups and in all phases of education.
4. Assistive technology is related to function, rather than to a specific disability.
5. The least complex intervention needed to remove barriers to performance should be a first consideration.
6. Assessment and intervention form a continuous, dynamic process.
7. Systematic problem analysis and solving are essential.
8. Assistive technology does not eliminate the need for instruction in social and academic skills.
9. A team approach is required.

Synthesized by Joy Zabala (1992) from:

Study Group on the Provision of Assistive Technology Services in Rehabilitation (1990).
The provision of assistive technology services in rehabilitation. Hot Springs, AR:
Arkansas Research and Training Center in Vocational Rehabilitation, University of
Arkansas.

For copies of the complete document, contact:

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