

SETT Scaffold for Consideration of AT Needs

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)	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.
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication	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:
Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.		

- If there are no areas of concern, proceed to Step #9.
- 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)
 - 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.
 - 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
 - Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
 - 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.
 - 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.
- Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.

Consider functioning in all customary environments.				
Area(s) in which functional capabilities are currently of concern (Enter only one on each line. Use additional sheet for more areas of concern.)	Identify specific tasks in this area that are difficult or impossible at this time at expected level of independence.	A) Describe the special strategies, accommodations, and tools that are currently being used to lower barriers to the task.	B) Are there continuing barriers encountered when the student attempts this task? If so, describe.	C) Describe new or additional assistive technology to be tried to address continuing barriers, or indicate a need for further investigation.

SUMMARY OF THE CONSIDERATION of possible need for assistive technology services. If the team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, training of student, staff, or family, etc.).

Decision	Summary of Consideration	Responsible Parties	Initiation	Duration
	Needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not necessary at this time.			
	It is anticipated that adequate progress cannot be made without the support of assistive technology. Assistive technology devices /services are required by this student and will be used for designated tasks in customary environments. (Specify nature and duration in the plan)			
	Further investigation / assessment is necessary to determine if or what assistive technology devices and services may be required. (Specify nature and timeline of investigation in the plan)			
	List AT devices and services to be provided. Include those currently used successfully, and those to be tried or added. Trials with a variety			

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SETT SCAFFOLD FOR GATHERING DATA-ANNOTATED

Collaboratively Gather and Analyze Information from a Variety of Sources

Student: _____ Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, or discussion 	<p>INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation or discussion 	<p>INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CURRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE.</p> <ul style="list-style-type: none"> ▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, discussion.

- **CIRCLE FUNCTIONAL AREA(S) OF CONCERN**
- **UNDERLINE BARRIERS TO STUDENT PROGRESS**
- **STAR SUPPORTS FOR STUDENT PROGRESS**

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 SETT forms and additional resources are available for download at <http://www.joyzabala.com>. Please provide feedback on effectiveness and suggestions for modifications/revisions by email to joy@joyzabala.com

SETT SCAFFOLD FOR GATHERING DATA

Collaboratively Gather and Analyze Information from a Variety of Sources

(use as many sheets as necessary to build shared knowledge)

Student: _____ Date: _____ Perspective: _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS

- CIRCLE FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

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SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES (training, planning, coordination, etc) REQUIRED FOR EFFECTIVE USE		
	S	P	A	STUDENT	STAFF	FAMILY
JUSTIFY CHOICES WITH SETT DATA AND DESCRIPTOR MATCH						

KEY: S= Systemically available tools - Currently available to ALL students served by this system
P= Programmatically available through special education services or other services for which this student is qualified
A= Additional tools that need to be acquired for this student.

*Activity-Based Implementation and Evaluation Plan Summary
(Used as SETT Scaffold for Implementation and Evaluation Planning)*

Student's Name: _____

Date: _____

Planning/Implementation Team Members: _____

Area(s) of concern targeted for change: _____

STEPS	QUESTIONS	PLANS
1	Describe important, frequently occurring activities that provide embedded opportunities for the student to develop and use priority skills. <i>Include when, where, and with whom they take place.</i>	
2	Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.	
3	Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities. <i>Provide viable options for performance.</i>	
4	Determine additional strategies, accommodations, or modifications which will be used to encourage the student's participation in the activity to be more active and powerful.	
5	Determine when and how tools and strategies will be used within the activity. <i>Under what conditions? When what happens?</i>	
6	Describe cues to be used to support student learning and success. <i>Include strategies for fading cues.</i>	
7	Describe the major area(s) of expected change (Communication, participation, productivity) and ways in which change is expected to occur. (independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.)	
8	Describe what successful participation in this activity or use of this skill "looks like" for this student in an observable, measurable way. <i>What is the minimum performance criterion for success?</i>	
9	What factors might undermine reaching success? <i>How will they be captured in the data?</i>	
10	Determine what, when how, and by whom data will be collected and analyzed for evidence of change? <i>What will it take to convince you and others that the student is making progress?</i>	
11	Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made? <i>If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?</i>	
12	Determine action steps. What will be done by whom? <i>By when? Evidence?</i>	