

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) Sensory: (Vision, hearing, sensitivity to/of touch)	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. Environmental Control: Ability to control events within the environment; Ability to interact with others to influence actions of others 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.	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. Recreation / Leisure: Free time, maintenance of physical fitness, use of generic community recreation facilities and resources and degree of social involvement. Other:
Communication: Speech sound production and use, receptive and expressive language, voice, fluency, augmentative and alternative communication Cognitive: An appraisal of aptitude and mental processes by which an individual applies knowledge, thinks and solves problems.		

2. If there are no areas of concern, proceed to Step #9.
3. 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)
4. 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.
5. 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
6. Determine if there are any continuing barriers encountered when attempting a task? If yes, complete Column B.
7. 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.
8. 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.
9. Analyze the information that has been entered in the previous steps, then complete the Summary of Consideration to reflect the results of the analysis.

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.	Consider functioning in all customary environments.		
		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			

© Zabala, J.S. (2005) Assistive Technology Consideration Guide. Based on Denham, A. P., & Zabala, J. S., (1999). Assistive Technology Consideration Guide for IEP Teams. For more information or to provide feedback, contact by e-mail: joy@joyzabala.com.