2022

Process for Consideration of Assistive Technology

MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

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About

The intent of this document is to be used as an informal tool to guide discussion. It was created for IEP teams to carefully look at consideration, documentation and next steps surrounding assistive technology to support individual student goals.

About the Process

Assistive technology (AT) is a general term that includes devices or services required for a student with a disability to access a Free and Appropriate Public Education (FAPE). AT may range from low-tech or high-tech, modified or adapted, allowing access to and participation in instruction and daily living tasks.

It is required that AT is considered for each student receiving special education services. There is not a one-size-fits-all equipment recommendation for any age or developmental level. The determination of what supports should be utilized with a student should be based on their current skills and needs regardless of age or disability, using a systematic process supporting accessibility to and participation and independence within the curriculum.

Districts in Montcalm County have adopted a process which is to be used as a guide as individual student teams consider a need, compile existing data, compare assistive technologies, trial tools, evaluate effectiveness, implement assistive technologies, and document the need. This process is intended to promote collaborative decision making in all phases of assistive technology consideration.

The Process

Consider Student's Needs

The Individuals with Disabilities Education Act requires assistive technology be considered for every student at least annually during his or her IEP meeting. Additionally, team members may request the team utilize the process to consider a student's needs or at any time while a child is receiving special education and related services. Generally, the need for consideration is brought up by either the parents or the service providers.

Tool(s) to guide discussion: Consideration Guide for IEP Teams

Team Determines AT/Additional AT is not necessary at this time

Document assistive technology the student currently uses, if any. Including technology if available to everyone, is necessary to students' success. If the student moved or changed classes, ensure that their needs are documented in the IEP so the identified AT is continued in the new setting.

Documentation of the above AT could be in the following areas of the IEP:

- ☐ Special Factors
- ☐ Summary of Evaluation Results
- ☐ PLAFFP
- ☐ Supplementary Aids & Services
- ☐ Assessments
- ☐ Goals
- ☐ Transition
- ☐ Notice of FAPE (if AT is not needed)

Team Determines AT is Needed

If the team determines that Assistive Technology is needed, the team should utilize the SETT framework.

SETT Framework

The SETT Framework is a tool that helps teams gather and organize information that can be used to guide collaborative decisions about services that foster the educational success of students with disabilities.
All individuals supporting the student, even the student if applicable, could be valuable participants as the team walks through the SETT framework.

Planning Discussion

Collaborative Discussion focused on Student, Environments, Tasks & Tools

SETT is an acronym for Student, Environments, Tasks and Tools. The SETT Framework is based on the premise that in order to develop an appropriate system of Tools (supports –devices, services, strategies, accommodations, modifications, etc.) teams must first develop a shared understanding of the student, the customary environments in which the student spends time, and the tasks that are required for the student to be able to do or learn to do to be an active participant in the teaching/learning processes that lead to educational success.

As playwright Eugene Ionesco said, "It's not the answer that enlightens, but the question." This is true of the questions in the SETT Framework because they are expected to guide and deepen 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 informed, reasonable decisions that can be supported by data.

Consider the following as you develop a team to work through this process

- Who is on the student's team?
- Have you collected input from all relevant team members?
- Are there people who should provide input that haven't?
- Are there people who should be on the team but aren't?
- Who could help answer some of the "don't know"

Tool(s) to guide discussion: THE SETT FRAMEWORK - PART I Guiding Questions
THE SETT FRAMEWORK - PART I

Identify Promising Tools

When the needs, abilities, and interests of the student, the details of the environments, and the specific tasks required of students in those environments are fully explored, teams are able to consider what needs, or features, to be included in a system of tools that is Student-centered, Environmentally useful, and Task focused.

Teams may find it beneficial to work through some of the following:

- Describe what a useful system of supports, devices, and services for the student would be like if there were such a system of tools.
- Brainstorm specific tools that could be included in a system that addresses student needs.
- Select the most promising tools for trials in the natural environments.

Tool(s) to guide discussion: THE SETT FRAMEWORK - PART II - A
THE SETT FRAMEWORK - PART II - B

Develop an Action Plan

After the team has determined which tool(s) could be promising to support the student's learning, the next step is to develop an action plan. The action plan might include:

- obtaining the device(s)
- training staff/students/parent
- data collection
- plan for when/how tool will be used
- cues to use with student
- follow up meeting

Tool(s) to guide discussion: ROLES & RESPONSIBILITIES MATRIX
PLANNING FOR A.T. IN SCHOOL TASKS

Tool Trial Period

During the tool trial period, the team will carry out the action plan that was developed.

Tool(s) to guide discussion: ASSISTIVE TECHNOLOGY TRIAL PERIOD PLAN
DATA COLLECTION DURING TRIAL/LOANERS

Follow-Up Discussion

At the end of the trial period, the team should meet to review data that was collected to determine the effectiveness of the tool(s).

The team should come to one of the following conclusions:

- Tool is effective and necessary
- Tool is not appropriate
- Additional data needs to be collected

Team Determines Tool is Effective and Necessary

If based on a review of the data, the team determines the tool is effective and necessary, use of the tool should be implemented. If the tool was borrowed, the district may need to purchase one to be used specifically for the student. Also, need for the tool should be documented in the student's IEP.

Document assistive technology in the student's IEP.

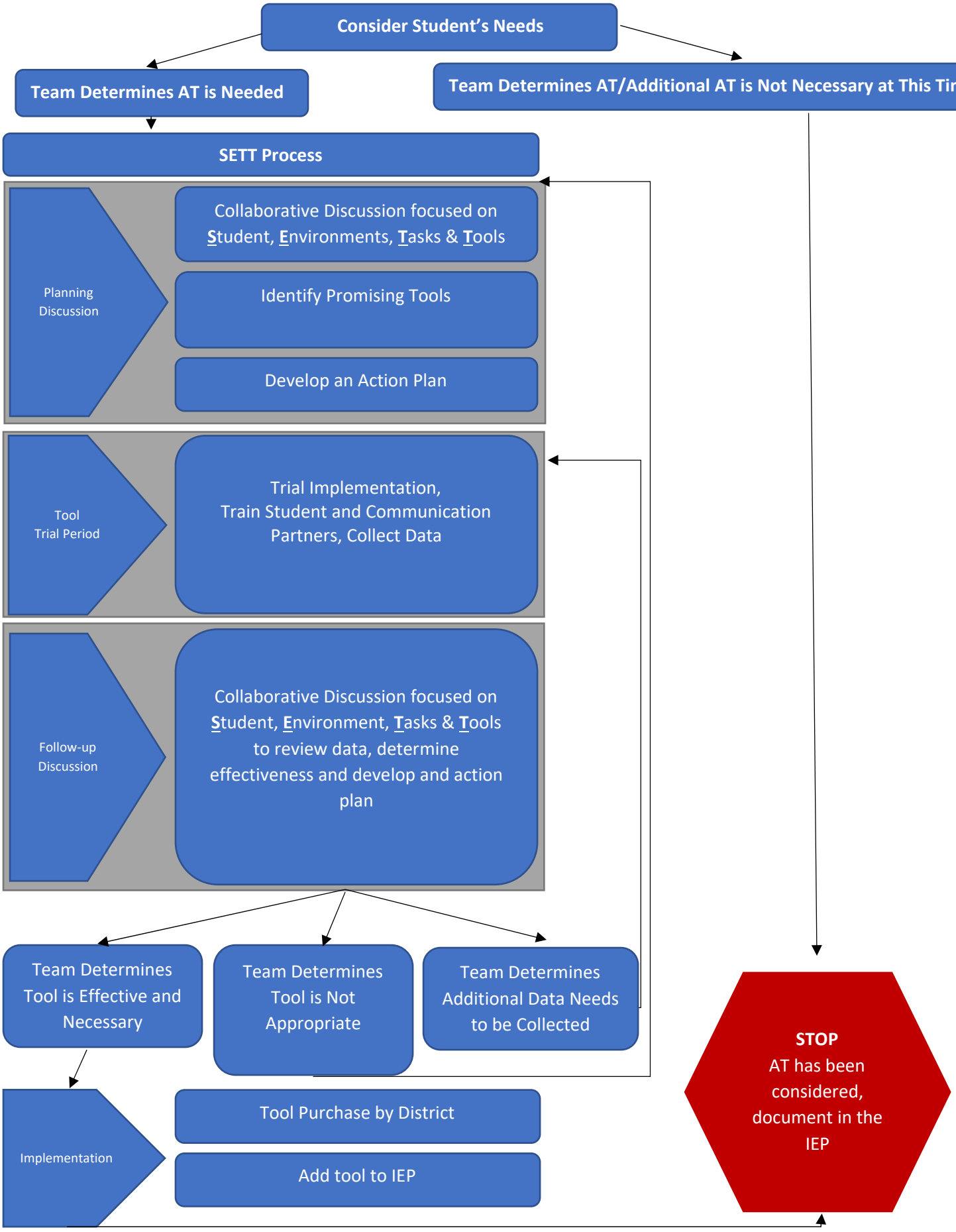
Team Determines Tool is Not Appropriate

If based on a review of the data, the team determines the tool is not appropriate for the student, the team is encouraged to re-SETT by returning to the planning discussion.

Team Determines Additional Data Needs to be Collected

If based on a review of the data, the team determines additional data is needed, the team is encouraged to return to the tool trial period to collect additional data.

The Process: Flowchart



Assistive Technology and the IEP

It is important that assistive technology the student currently uses and needs is documented in the student's IEP including technology if available to everyone, is necessary to students' success. Including this information in the IEP will ensure that if the student moves or changes classes, the identified AT will be utilized and available to the student in the new setting.

Based on data, if the device assists the student in making progress, it may be added to the IEP. Provide a description of the AT without specifying a brand name, allowing flexibility to update equipment without reconvening the IEP.

The need for assistive technology could be documented in the following areas of the IEP.

- ☐ Special factors
- ☐ Summary of evaluation results
- ☐ PLAFFP
- ☐ Supplementary Aids & Services
- ☐ Assessments
- ☐ Goals
- ☐ Transition
- ☐ Notice of FAPE (if AT is not needed)

Additional Support & Resources

Tool	Purpose
Assistive Technology Tools for Learning Differences, ADHD and Executive Function Challenges	information to guide your exploration of potentially helpful technology http://www.techpotential.net/ATtoolbox https://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/iPad-Apps-for-Complex-Communication-Support-Needs.pdf
Assistive Technology Feature Match	https://www.pattan.net/assets/PaTTAN/5e/5e8770bd-e7f4-4493-bd3a-e4de969a5da4.pdf
Alt+Shift Lending Library	list of tools available to borrow from Alt+Shift Lending Library https://www.altshift.education/lending-library

Consideration Guide for IEP Teams

Student Name: _____ Date:_____

Completed by (name and role): _____

_____

Input received from student and/or family, caregiver, or guardian: ❑ Yes

STEP 1:

A. Is the student making reasonable progress toward his/her IEP goals?

B. If no, in which general area(s) does the student experience difficulty completing instructional tasks:

❑ Writing/Written Composition	❑ Spelling	❑ Reading	❑ Math
❑ Study/Organizational Skills	❑ Hearing/Listening	❑ Oral Communication/Language	❑ Seating/Positioning/Mobility
❑ Activities of Daily Living	❑ Recreation/Leisure	❑ Prevocational/Vocational	❑ Other

C. With current supports:

☐ Student is demonstrating optimal progress and independence > Move to STEP 3

☐ Student is NOT demonstrating optimal progress and independence > Move to STEP 2

STEP 2:

A. Has assistive technology been tried to address the areas of need above?

Yes, The following Tools have been used

Tool	**Effective**
	□ Yes □ No
	□ Yes □ No
	□ Yes □ No
	□ Yes □ No

No, assistive technology has not been tried

B. Move to step 3

A. If no, what does the student need to do that is preventing progress toward achievement of the IEP goal(s)?

B. Considering question 2, does the team believe the addition of AT would allow the student to have greater access to the curriculum across his/her learning environments?

YES ____ NO ____ Not Sure: ____ (Explain your answer):

C. Do we believe we have sufficient knowledge/skills to determine the AT needs of the student?

YES ____ NO ____ Not Sure: ____ (Explain your answer):

Move to STEP 3

STEP 3: Consideration Outcomes

- [ ] We've considered AT and it is not necessary at this time.
- [ ] We've considered AT, and find the student has not had access and may benefit from AT
- [ ] We've considered AT, and the AT currently in place is working and the student's needs are being met.
- [ ] We've considered AT; the student is using AT, but has additional needs
- [ ] We've considered AT and we as a team do not have enough information. Additional information or assistance is needed.

THE SETT FRAMEWORK - PART I Guiding Questions

Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Using SETT appropriately requires collaboration and promotes team building by using clearly understood language and valuing input from all perspectives. As data is organized and prioritized within the SETT Framework, it promotes logical thinking by all team members and can be an effective consensus-building tool. As environments and tasks are explored, the links between assessment and intervention become strong and clear, as does the need to develop a system of tools which will enhance the student's abilities to address the tasks in which he/she is expected to build competency.

EXAMINING CURRENT CONDITIONS TO CONSIDER EDUCATIONAL NEED			
STUDENT:	**ENVIRONMENT:**	**TASKS:**	**TOOLS:**
• 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, 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?

THE SETT FRAMEWORK - PART I

Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Student:_____ **Date:**_____ **Staff:**_____

Directions for this page: In the area of Student address: What is the functional area(s) of concern? Special needs, Current abilities; In the area of Environment address: Arrangement, Support. Materials and Equipment, Access Issues, Attitudes and Expectations; In the area of Tasks address: What specific tasks are required for active involvement in identified environments? Circle areas which present barriers to student progress

	STUDENT: What are the student's strengths and needs?	**ENVIRONMENT:** Classes and situations where help is needed?	**TASKS:** What are the tasks that the student needs to be able to accomplish to meet IEP goals?	**TOOLS:** What AT or services will address these tasks?
What we already know				
What we need to know				

THE SETT FRAMEWORK - PART II - A

Describing an Assistive Technology Tool System to Address Identified Student Needs

Brainstorming Possible Tools that Match the Description

Student:_____ Date:_____ Established need (see SETT part I):_____

Directions for this page: It is possible that this form will get used twice during the assessment/reevaluation of AT process.

1) *Intended 1st use – Put a description of the important features needed by the consumer in each column. Write the name of each tool that is being considered in the rows. Explore information on the possible tools; place a check mark in the column if the tool has that feature. After researching all of the possible tools, you may be able to eliminate possibilities based upon the number of features required that each tool does or doesn't have.*
2) *Possible 2nd use – Start with a blank form, only list those tools that are being trialed; as the trials progress, rate each item as to the level to which each feature is evident. (0=none, 10=high level)*

Enter one description of important function in each column > **Enter one possible tool in each row V**									

THE SETT FRAMEWORK - PART II - B

Establishing Availability and Training Needs for Promising Tools

Student:_____ Date:_____ Established need (see SETT part I):_____

Directions: Once tools have been chosen as trials, teams need to plan for the acquisition of trial units, software, etc. Also planning needs to occur for training on how to use a new item during its trial period. Use this form to make a listing of where products are coming from and the training required.

KEY: S= Systemically available tools - Available to ALL students served by this system

P= Programatically available through special education services or other services for which this student is eligible

A= Additional tools which may be required by this student if consideration or assessment data establishes need

SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES REQUIRED FOR EFFECTIVE USE		
JUSTIFY CHOICES WITH SETT DATA AND FEATURE MATCH	S	P	A	STUDENT	STAFF	FAMILY

ASSISTIVE TECHNOLOGY TRIAL PERIOD PLAN

Additional form from: Montgomery County, MD Public Schools Assistive Technology Team http://www.mcps.k12.md.us/departments/interact/

Student:_____ Date:_____ Staff:_____

Directions: As a part of the trial process, data on the outcome of the consumer's use of the product needs to be collected. Considerations for this data should begin with

1)in what environment will the product(s) be trialed;

2)how long will the trial last;

3)how will the effectiveness of the product be measured; and

4)how will non-numeric observables be recorded. Planning for the trial data should occur before the trials have begun.

Targeted IEP Goal/Area:

AT on trial to accomplish the above goal	**Environments for the AT trial**	**AT Trial Period**	**Indicators of Effectiveness** (Rate, duration, accuracy, quality, etc. as determined by team prior to trial)	**Effectiveness** (To be completed upon completion of trial period by designated staff.) How did performance change? Attach work samples or pre-trial and post-trial data sheets.
		Date to begin: End date:		

Summary and further recommendations:

DATA COLLECTION DURING TRIAL/LOANERS

Addition to SETT Framework forms (Fonner)

Student:_____ Date:_____Staff:_____

Activity/Task for Data Collection: _____ How often will this data be collected? _____

Data points developed by: _____

Directions for this page: Determine the task in which all trial tools will be used. What are the measurables and/or countable occurrences within the task? What are the types of ratings of the student's performance with the trial tools? Remember to return to SETT Framework Part II to rate the devices upon the predetermined features.

DATE	TOOL	DATA COLLECTION							
		Rating Scale	Rating Scale	Count	Count	Did _____		Did _____	
		1-5	1-5	#	#	YES	NO	YES	NO

ROLES & RESPONSIBILITIES MATRIX

Addition to the SETT Forms: From the work of Gary Cumley (in the book by Beukelman & Mirenda)

The purpose of this matrix is to identify all of the items of responsibility around a student who needs assistance with communication. These responsibilities should be distributed throughout the team. Team members should speak for themselves, not be assigned by others. No one person should hold all Assignments, and no one should have no assignments or back-ups.

Student:_____Date:_____Activity/Task for Data Collection: _____

Directions to this page:

(1) In the left column, make a list of the items that need to be done for this student.

(2) Across the top, make a list of the team members including the student.

(3) For each item, agree upon a team member who is (A) Assigned Responsibility and one who is (B) Back-up Responsibility.

RESPONSIBILITIES	**ROLES**									
	Student	Parent	SpEd Teacher	GenEd Teacher	SLP	OT	PT	AT Staff	Administrator	Other
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

PLANNING FOR A.T. IN SCHOOL TASKS

Addition to SETT Framework forms – modified from Donna Shaw, Franklin Schools, WI

Student:_____Date:_____Activity/Task for Data Collection: _____

Directions: For each content area, make a list of the type of academic and social class activities that occur during that class time. Content Area activities are things such as listening to the teacher lecture, completing a worksheet, writing a journal, homework, etc. For each activity, list the instructional grouping since this may have an impact on the type of technology that can be utilized. Next, list the instructional and/or assistive tool(s) to be used.

Content Area _____	**Grouping**				**Accommodations & Adaptations**	**Technology Tool to Use**
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large	Small	Pair	Individual	**(Time, Quantity, Personal Assistance)**	**(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)**

Content Area _____	**Grouping**				**Accommodations & Adaptations**	**Technology Tool to Use**
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	Individual	**(Time, Quantity, Personal Assistance)**	**(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)**

Copy as many pages as needed for the number of content areas for this student