

# AT Consideration Worksheet

Consideration of the need for assistive technology devices and services must be reviewed yearly as part of every student's Individualized Education Plan [IDEA, 2004]. Use this worksheet to support the critical elements needed for meaningful team-based decisions when considering a student's need for assistive technology.

<b>Student:</b>	<b>Age/Grade:</b>	<b>Site:</b>	<b>Date:</b>
<b>Discussion participants and roles:</b>			
<b>Student considerations:</b>			
<b>Areas of Need – Educational Productivity:</b> Consider the whole student. What are they experiencing? Identify possible challenges and barriers that may impact skill development, demonstrating knowledge, or making progress towards grade level standards. Check boxes of identified areas of need.			
<input type="checkbox"/>	<b>Math</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Reading Foundations</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Reading Comprehension</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Writing Legibility</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Writing, Composing &amp; Use of Language Conventions</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Communication &amp; Collaboration</b> Strengths and interests:	Primary challenge or barrier:	
<input type="checkbox"/>	<b>Executive Functioning</b> Strengths and interests:	Primary challenge or barrier:	

**Areas of Need – Functional Needs:** Consider whether the student has a need for accommodations or assistive technology in order to have access to the educational program or setting in one or more of the functional need areas. For each area checked, identify the primary challenges that need addressing and possible access barriers.

<input type="checkbox"/>	<b>Seating, Positioning &amp; Mobility</b> Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	<b>Augmentative Alternative Communication</b> Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	<b>Physical Access to Materials &amp; Technology</b> Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	<b>Activities for Daily Living &amp; Recreation</b> Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	<b>Digital Skills</b> Strengths and interests:	Primary challenge or barrier:
<input type="checkbox"/>	<b>Hearing &amp; Vision</b> Strengths and interests:	Primary challenge or barrier:

**Is this team comfortable that all potential areas of need were identified and understand the barriers and challenges that exist?**

- If YES** – Continue to the next page to identify the priorities, features needed, specific strategies and/or tools.
- If NO** – Consider an AT Specialist consultation or assessment to collect data and information that will guide the team in decision-making.

**Notes:**

**Priorities for Student- Specific Strategies or AT Tools:** Sometimes there are many areas of need identified. To begin with, focus on just a few top priorities and add others as needed. Talk about the features needed (e.g., TTS, graphic organizer, spellcheck). Discuss the environment/settings. Then make note of the types of tasks and activities the student needs to complete with as much independence as possible. Discuss what is currently available. Is it being used? Is it a successful tool? Make a note as to why or why it's not meeting the need. Consider new tools and describe or name the specific tool (e.g., built-in drawing tool in Google Docs to create graphic organizers during the writing process, Read & Write for Google Chrome, Postlight Reader extension, Reading Pen2).

Consider the barriers to independently accessing and completing tasks or participating in the activity? If considering new strategies and tools, you can find ideas in the [UDL](#) and/or [AT Resource FlipKits](#).

Modified from the SETT (Student, Environment, Task and Technology) framework developed by Joy Zabala, Ed.D., ATP. The SETT framework was developed to aid in gathering and organizing information needed to complete the consideration process and make appropriate assistive technology decisions.

<b>Student</b> <i>Prioritize the areas of need &amp; strategy or tool features needed:</i>	<b>Environment</b> <i>What setting(s)Is there support available? Staff skill level with AT? Physical access? Attitudes/mindsets?</i>	<b>Tasks</b> <i>What are the types of tasks the student needs to complete?</i>	<b>Current Tools</b> <i>and/or strategies that are currently available and/or being used to address the need?</i>	<b>Is the current tool or strategy successful?</b> <i>(yes, sometimes, no)</i>	<b>Potential Tools or strategies to explore or trial</b> <i>(Consider a range from no-tech to high tech)</i>
<b>1. Need area:</b>  <b>Strategy &amp; Features needed:</b>					
<b>2. Need area:</b>  <b>Strategy &amp; Features needed:</b>					
<b>3. Need area:</b>  <b>Strategy &amp; Features needed:</b>					

**NEXT STEPS:** AT Consideration typically leads to one of the following outcomes. Read each statement and decide as a team.

- The current strategies and tools that are being used are successful in addressing the student’s needs and nothing new is needed.*  
**If YES – Move ahead to documenting the current AT on the IEP and include a rationale.**
- There are **no** current tools (or the current tools are ineffective or only working sometimes), **AND** potential tools were successfully identified to explore.*  
**If YES – Consider using the Trial Planning & Summary form to gather more information on whether the new AT will address the student’s needs.**
- The team is still unsure about which strategies or tools to explore. Assistance is needed to gather additional data in order to make decisions.*  
**If YES – Reach out to your AT Team or Specialist for a consultation or assessment.**

**Remember** to document any changes or updates and document AT in the student’s IEP as needed.

**ACTION PLAN:** The final step is to document the next steps in order to stay on track. Use the table below to think about and plan the details.

<b>Steps &amp; Responsibilities;</b> <i>(i.e. install apps, purchase products, training, trials, etc.)</i>	<b>Who will lead the effort?</b>	<b>Estimated Completion Date:</b>