

Quick Guide

for the Assistive Technology Consideration Process

Consideration of the need for AT devices & services must be reviewed as part of every student's Individualized Education Plan [IDEA, 2004]. This quick guide can support a **consistent and collaborative** decision-making process for IEP teams to ensure meaningful, appropriate decisions about AT are being made.

Use the **AT Consideration Worksheet** to Keep track of the team discussion and decisions.

All forms and the complete guide can be found at: openaccess-ca.org/

This quick guide is based on the S.E.T.T. model, developed by Dr. Joy Zabala. joyzabala.com



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Consider the STUDENT

Consider the whole student. What are their abilities, strengths and interests, preferences?

Consider:

- Primary challenges
- Possible barriers
- What might be impacting skill building and progressing towards grade level standards or IEP goals?
- What is the team noticing?

After discussion, **check the box** next to the identified areas of need.



Prioritize Need Areas

Discuss and decide if the team is confident about the areas of need, challenges, and barriers that exist and there is enough knowledge about AT in order to move forward.

If YES, move forward in the discussion..

If NO, consider:

- Planning a deeper dive into student data
- An AT consultation or assessment

It is difficult to tackle many areas of need at once.

Discuss and document prioritizing them for the consideration of AT.



Consider the ENVIRONMENTS

When thinking about new tools, it is essential to **consider** the educational environment(s).

Consider:

- Arrangement or set up
- Materials & equipment
- Availability of support
- Attitudes and mindsets
- Levels of staff skill with AT



Consider the TASKS

What does the student need to be able to do?

- What are critical elements of the task? What is currently being used and what are the skills needed?



Current TOOLS

Discuss what tools and strategies have already been attempted or are currently in place.

Consider:

Are they working? (*yes, no, sometimes, under what conditions?*)

Consider:

Is it possible they might be more successful with the current tools::

- explicit instruction?
- scaffolding?
- staff training?
- implementation plan?



Consider a range of TOOLS

Discuss a range of tool options from no-tech to high tech. Think about what features are already built into devices (e.g., text-to-speech, voice typing).

Consider:

- Training for student, staff, family
- Student privacy policies for tech
- Focus on the "features" needed
- Can the tool "grow" with the student?

Need tool & strategy ideas?

Visit the Open Access [UDL](#) and [AT FlipKits](#) for ideas.

Are the current strategies and tools successfully addressing the student's needs? **If YES** - Include the AT on the IEP in the appropriate places and include a rationale. ([Documenting AT on the IEP](#)).

IF there are no current tools, **OR** the tools in place are not working or only working sometimes **AND** the team was able identify **new strategies or tools** to explore, consider setting up a trial to ensure it is beneficial ([Trial Planning & Summary Form](#)).

Is the team unsure about strategies or tools to explore? Is help needed for assistance or an in-depth assessment?

If YES - Reach out to the AT group or AT Specialist for help.

ONE LAST THING:
Document the Outcome
of the discussion

