



Assistive Technology Process

FOR DISTRICT/TEAM USE

Student Name:
Date of Birth/Age:
School District:
Building Name:

FOR OFFICE USE

Request Received:
Consultation Scheduled:
Consultation Conducted:
Action Plan Shared with Team:

RIU Assistive Technology Process

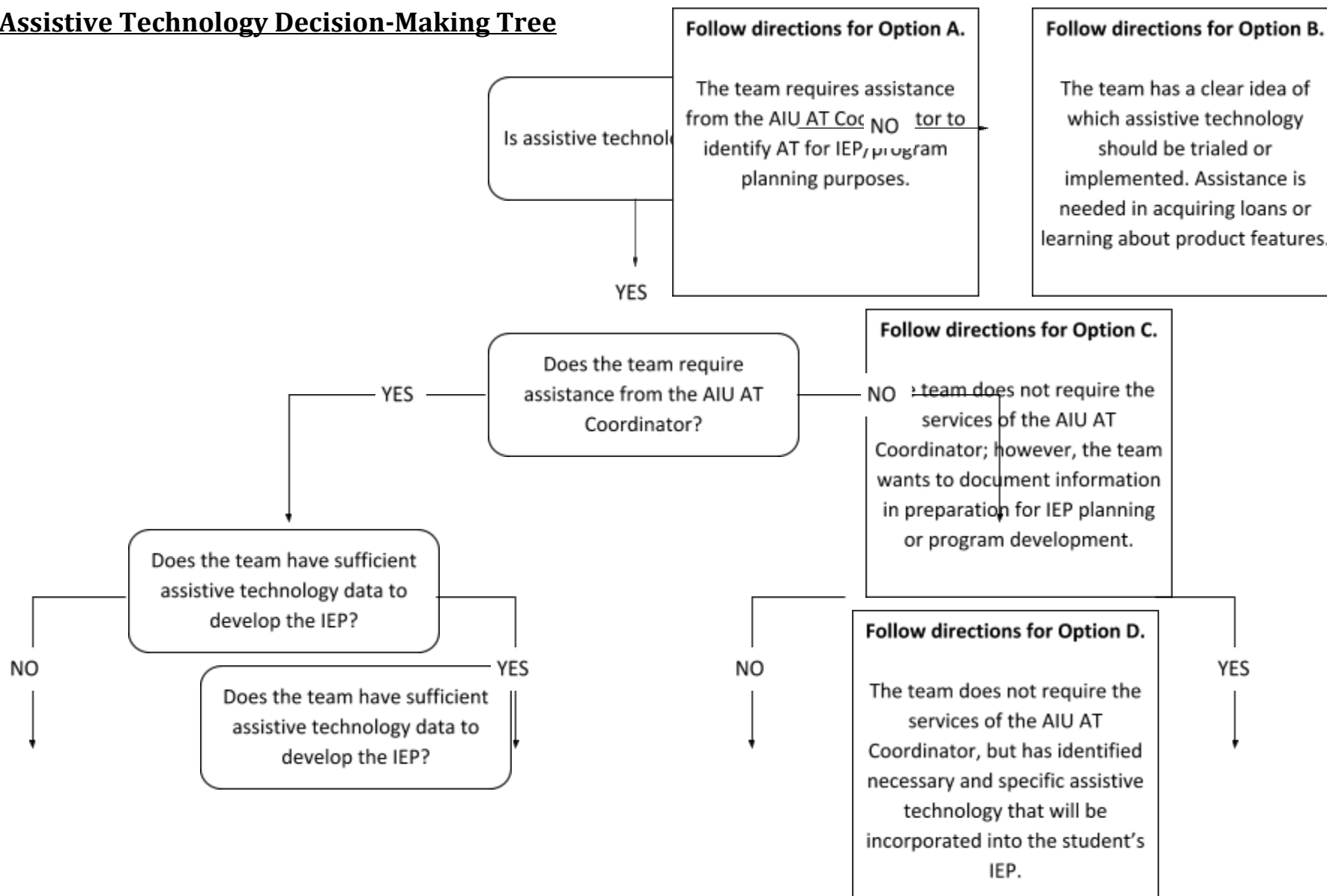
PLEASE NOTE THE FOLLOWING CHANGES THAT GO INTO EFFECT JANUARY 1, 2013.

1. This document contains all necessary information to assist in determining assistive technology for a student – whether facilitated by the RIU Assistive Technology Consultant or conducted by an individual student’s IEP team.
2. Teams make a decision as to whether the services of the Assistive Technology Consultant are required. Four options are offered and highlight the specific forms that must be completed for the desired level of service.
 - a. **Option A** – The team requires assistance from the RIU AT Consultant to identify AT for IEP/program planning purposes. *An onsite consultation and team meeting are conducted.*
 - 1) The Assistive Technology Consultant will schedule a consultation that consists of observation and one-on-one work with the student.
 - 2) In order to provide more timely service to our districts, **written action plans will no longer be generated by the Assistive Technology Consultant.** The LEA will designate at least two team members to meet with the Assistive Technology Consultant to discuss recommendations and draft an action plan following the consultation. It is the school’s responsibility to share recommendations with parents if they are not participating in the meeting.
 - b. **Option B** – The team has a clear idea of which assistive technology should be trialed or implemented. Assistance is needed in acquiring loans or learning about product features. *An onsite consultation is not conducted; a team meeting or communication with the Assistive Technology Consultant may be useful.*
 - 1) The IEP team documents the specific tasks and environments for which assistive technology is being considered for an individual student.
 - 2) The IEP team specifies the specific tools that need to be acquired for trial or training purposes.
 - 3) The IEP team defines the roles and responsibilities of team members who then coordinate loan and training needs with the Assistive Technology Consultant.
 - c. **Option C** – The team does not require the services of the RIU AT Consultant; however, the team wants to document information in preparation for IEP planning or program development. *An onsite consultation is not conducted, a team meeting with the Assistive Technology Consultant is not necessary. Instead, the team may opt to use portions of the RIU assistive technology form for record-keeping and data collection purposes.*
 - d. **Option D** – The team does not require the services of the RIU AT Consultant, but has identified necessary and specific assistive technology that will be incorporated into the student’s IEP. *An onsite consultation is not conducted, a team meeting with the Assistive Technology Consultant is not necessary. The team may opt to use portions of the RIU assistive technology form when considering program modifications and specially designed instruction (SDI).*
3. **Electronic submission of the Request for Assistive Technology Consultation form is now required. Handwritten submissions will be returned so that they can be completed electronically.**

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RIU Assistive Technology Decision-Making Tree



RIU Assistive Technology Options

Option A

The team requires assistance from the RIU AT Consultant to identify AT for IEP/program planning purposes.

1. Team electronically completes Request for Assistive Technology Consultation (pp. 16-19) and forwards to district administrator/LEA for approval.
2. Administrator/LEA approves request.
3. Request and required documentation is sent electronically to RIU AT Consultant.
4. Request is confirmed and consultation is scheduled.
5. Consultation is conducted with follow-up team meeting to discuss a plan of action. Equipment trials and training are scheduled and conducted as needed.
 - a. The SETT Framework – Part I, Collaborative Consideration of Student Need for Assistive Technology Devices and Services form (p. 18)*
 - b. The SETT Framework – Part II, Incorporating AT Into School Tasks form (p. 20)*
 - c. Assistive Technology Trial Period Plan and Rating Scale form (p. 21)*
 - d. Assistive Technology Roles and Responsibilities Matrix form (p. 22)*
6. IEP team meets to review outcomes of trials and/or recommendations are discussed via *aforementioned documentation.
7. Student's IEP is revised or developed as appropriate.
 - a. Use general terminology in Section IV, Part A—Program Modifications and Specially Designed Instruction (SDI) of the IEP.
 - b. If necessary, document training needs of staff under Section VI, Part C—Supports for School Personnel.
 - c. AT services provided under IDEA Training and Consultation Services do not provide for the provision of direct, related services to students by the AT Consultant and, therefore, should not be written into Section VI, Part B—Related Services.

Option B

The team has a clear idea of which assistive technology should be trialed or implemented. Assistance is needed in acquiring loans or learning about product features.

1. Team completes the following forms and submit them to the AT Consultant:
 - a. The SETT Framework – Part II, Incorporating AT Into School Tasks form (p. 20)
 - b. Assistive Technology Roles and Responsibilities Matrix form (p. 22)
2. Trials of devices or software may be accessed via:
 - a. Loaner equipment from the PaTTAN short-term program (www.pattan.net/supportingstudents/shorttermloan.aspx)
 - b. Pennsylvania Initiative on Assistive Technology (PIAT) AT Lending Library (www.disabilities.temple.edu/programs/assistive/atlend/)
 - c. Demo software, loans or rental from AT Vendors
 - d. District-owned devices/software
3. Team may access information, training resources, videos, or quick guides (cheat sheets) to popular AT devices or software via vendor websites, the RIU AT home page (<http://RIU3.net/Level3.aspx?id=1220>) or the AssistiveTechRIU wiki (<http://assistivetechRIU.wikispaces.com/>).
4. Equipment trials and training are conducted as needed—Team completes AT Trial Period Plan and Rating Scale.
5. IEP team meets to review outcomes of trials and/or recommendations.
6. Student’s IEP is revised or developed, as appropriate.
 - a. Use general terminology in Section IV, Part A—Program Modifications and Specially Designed Instruction (SDI) of the IEP.
 - b. If necessary, document training needs of staff under Section VI, Part C—Supports for School Personnel.
 - c. AT services provided under IDEA Training and Consultation Services do not provide for the provision of direct, related services to students by the AT Consultant and, therefore, should not be written into Section VI, Part B—Related Services.

Option C

The team does not require the services of the RIU AT Consultant; however, the team wants to document information in preparation for IEP planning or program development.

1. Team MAY complete the assistive technology forms to use within their own team planning process. No information needs to be submitted to the RIU AT Consultant.
 - a. Assistive Technology Considerations Checklists (pp. 11 – 15)
 - b. The SETT Framework – Part I, Collaborative Consideration of Student Need for Assistive Technology Devices and Services form (p. 18)
 - c. The SETT Framework – Part II, Incorporating AT Into School Tasks form (p. 20)
 - d. Assistive Technology Trial Period Plan and Rating Scale form (p. 21)
 - e. Assistive Technology Roles and Responsibilities Matrix form (p. 22)
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 - a. Loaner equipment from the PaTTAN short-term program (www.pattan.net/supportingstudents/shorttermloan.aspx)
 - b. Pennsylvania Initiative on Assistive Technology (PIAT) AT Lending Library (www.disabilities.temple.edu/programs/assistive/atlend/)
 - c. Demo software, loans or rental from AT Vendors
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3. Team may access information, training resources, videos, or quick guides (cheat sheets) to popular AT devices or software via vendor websites, the RIU AT home page (<http://RIU3.net/Level3.aspx?id=1220>) or the AssistiveTechRIU wiki (<http://assistivetechRIU.wikispaces.com/>).

Option D

The team does not require the services of the RIU AT Consultant, but has identified necessary and specific assistive technology that will be incorporated into the student's IEP.

1. Team may review Assistive Technology Considerations Checklists (pp. 11 – 15) for examples of language that can be incorporated into an IEP.
 - a. Use general terminology in Section IV, Part A—Program Modifications and Specially Designed Instruction (SDI) of the IEP.
 - b. If necessary, document training needs of staff under Section VI, Part C—Supports for School Personnel.
 - c. AT services provided under IDEA Training and Consultation Services do not provide for the provision of direct, related services to students by the AT Consultant and, therefore, should not be written into Section VI, Part B—Related Services.

Frequently Asked Questions - FAQs

AT & the IEP

1. *Are there prerequisite student skills that must be met in order for a team to consider assistive technology?*

There are no prerequisite skill sets that are necessary for a student to be considered for assistive technology and students do not “qualify” for assistive technology devices or services. Decisions to implement assistive technology are based upon observable needs and the potential for a particular tool or strategy to meet those needs. The IEP team considers assistive technology as part of the multidisciplinary evaluation process and through formative assessment that is inherent in high-quality instructional practice. Failure at tasks or mastery of certain academic, communicative, or technology skills (e.g., use of low-tech tools before high-tech ones are considered) should not be used as artificial prerequisites for exploring solutions along the assistive technology spectrum.

2. *When should assistive technology devices or services be considered by the team? Is a child too young or too old for assistive technology?*

It is never too soon or too late to consider using assistive technology. Here are some suggestions for when to consider assistive technology use:

- When disability limits an individual’s ability to play, communicate, and interact with the environment
- When disability interferes with experiential learning and exploration
- When a significant gap exists between an individual’s receptive and expressive language abilities (i.e., an individual has the ability to understand more receptively than he/she can communicate expressively)
- When a significant performance gap appears between an individual and his or her peers
- When a physical disability is impeding the potential of an individual
- When a disability is limiting an individual’s level of independence

Source: <http://www.believeability.com/faq.html>

3. *Is an assistive technology consultation required for AT to be considered, identified, or implemented by an IEP team?*

No. Assistive technology must be considered as part of Section I of a student’s IEP; but, there is no requirement for a team to utilize services of the AT Consultant in order to fulfill the requirement of IDEA. In cases where school districts have the local capacity to adequately address a child’s AT needs, the services of the AT Consultant may be redundant.

4. *The IEP team has determined that an assistive technology consultation is necessary to help plan a child’s IEP. Is Permission to Evaluate/Reevaluate required for an assistive technology consultation?*

No. Evaluations are conducted by the student’s Local Education Agency (LEA) and may include assistive technology as one portion of the overall evaluation or reevaluation. Any evaluation of assistive technology would span the course of several weeks and occur in the student’s natural environments. The services provided by the RIU Assistive Technology Consultants are consultative in nature, however, and do not constitute an evaluation. As a result, a Permission to Evaluate/Reevaluate is not required or recommended to receive the consultation services of the AT Consultant.

5. ***Who determines what assistive technology is appropriate and necessary?***

Assistive technology determinations are the sole responsibility of the IEP team as a result of data collection and review. Determinations are not made by the RIU Assistive Technology Consultant.

6. ***Once a decision is made to implement assistive technology, what should be written into the IEP?***

Assistive technology should be listed in Section VI, Part A of the student's IEP--Program Modifications and Specially Designed Instruction (SDI). Teams should utilize generic terminology rather than specific product names when writing a student's IEP. Examples of generic terminology can be found in the Assistive Technology Considerations Checklists (pp. 11-15). This allows the team to clarify the essential features of the assistive technology that are required to ensure access to a free and appropriate public education (FAPE) rather than naming specific products that may or may not remain on the market for the duration of the IEP.

AT Recommendations

7. ***Why are there sometimes so many recommendations offered by the Assistive Technology Consultant?***

Students encounter a wide variety of tasks, environments, and people throughout the span of their academic year. The interplay of these varied components (and effective instruction) often requires the artful use of a wide variety of no-tech, low-tech, and high-tech tools. Recommendations by the AT Consultant are intended to convey the range of tools that a team should consider, but are in way comprehensive. When high-tech options are recommended, in particular, it is also necessary to plan for no-tech and low-tech alternatives to ensure that FAPE can be ensured in the event of device failure or repair.

AT Services & Settings

8. ***A student is receiving services under a Section 504 Service Agreement rather than an IEP. Is assistive technology available for such a student?***

Assistive technology services provided by the Riverview Intermediate Unit are provided under the mandate of the Individuals with Disabilities Education Act (IDEA) and are provided to the Local Education Agency (LEA) serving students for whom an IEP is in effect or being considered. Assistive technology, however, is an important component of other federal and state legislation, such as Section 504 of the Americans with Disabilities Act (ADA). As a courtesy to local school districts, the RIU Assistive Technology Consultant can provide support to districts implementing Section 504 Service Agreements . LEAs should utilize the same process to access those services as they would for a student protected under IDEA.

9. ***Can parents or students access the services of the RIU Assistive Technology Consultant directly?***

The Individuals with Disabilities Education Act (IDEA) is the authority under which the Riverview Intermediate Unit provides services to Local Education Agencies (LEAs). As a result, consultative services are not provided directly to a family or individual, but are initiated solely at the request of the LEA. Accordingly, any recommendations or services by the Assistive Technology Consultant are provided through the LEA. It is the responsibility of the LEA to maintain communication with the family and other relevant team members.

10. *What services are provided under the domain of assistive technology?*

The RIU provides consultative services in assistive technology that include providing information to teams about current technologies, training team members on the AT, participating in meetings and discussions that focus on AT implementation for students, making AT recommendations to IEP teams, and facilitating loans when AT devices or software are available to those purposes.

11. *In what settings are assistive technology devices to be provided?*

The IEP team makes the determination as to which settings require assistive technology in order to provide a free and appropriate public education (FAPE). These settings may include locations such as the school building, a community setting, a workplace, and/or the student's residence.

AT-School-Age & Early Intervention Services

12. *The assistive technology process seems to be geared toward school-age populations? Why aren't early intervention processes included more clearly?*

IDEA Training and Consultation services in AT are funded through Component B, which relates specifically to the K-12 school-age population. While AT is an important consideration for individuals across the lifespan (i.e., early intervention, school-age, transition, and adult services), IDEA funding for AT devices and services are targeted to K-12 programs. As a result, the AT process is similarly focused on the needs of the students in the K-12 structure.

AT Consultation Follow-up

13. *What is the process if our team has follow-up questions or training needs relating to a student who was previously seen by the AT Consultant?*

Contact the AT Consultant who conducted the initial consultation. This information is indicated on the AT Action Plan (or narrative report if initial consultation was completed prior to 2009) that was generated as a result of the initial consultation. In most cases, a conversation, email exchange, or follow-up visit will be sufficient to meet the team's needs. In situations where the characteristics of the student and/or program have changed considerably, the AT Consultant may direct the team to submit a new Request for AT Consultation.

14. *What is the process if our school district or school is interested in obtaining professional development of a particular product or a general area of AT (e.g. AIM, UDL, etc.)--not related to a specific individual student--for our teachers, staff and/or families?*

The district or building administrator may contact the AT Consultant to discuss training needs for student-centered teams, building staff, in-service days, parent-teacher groups, etc. Since training is one of the IDEA AT Services provided by the RIU, there is no fee for trainings presented by the RIU AT Consultants.

AT Funding

15. *What is the cost of an assistive technology consultation?*

There is no fee for assistive technology services provided by the RIU Assistive Technology Consultant. Assistive technology services to school districts are fully funded under Component B of IDEA.

16. Who funds assistive technology devices and services that are recommended?

Assistive technology devices that are deemed necessary to provide a free and appropriate public education (FAPE) are written into a student's IEP. Assistive technology is, therefore, a responsibility of the Local Education Agency (LEA).

17. What are the requirements of a school district in cases where a student is using family-provided technology?

The Local Education Agency (LEA) is responsible for maintaining assistive technology that is part of the IEP, including devices that may have been funded through Medical Access, private insurance, or family purchase. While a variety of funding options may be considered by a team, the ultimate responsibility to provide FAPE lies with the LEA.

18. How is assistive technology handled for transitions – either transitions from early intervention to school-age or school-age to postsecondary education?

Decisions relating to transition and assistive technology are primarily determined by the method in which a particular assistive technology tool was funded and, secondarily, by policies of the Local Education Agency (LEA). It is in the best interest of the student, LEA, and other agencies to discuss expected transitions as part of the regular planning process so that transitions can occur with minimal or no disruption of needed technology.

- If assistive technology was purchased with District Access funds, but a Transfer of Ownership was issued; the technology is the property of the student and therefore moves with the student at transition.
- If assistive technology was purchased with District Access funds but ownership was retained by the LEA (i.e., a Transfer of Ownership was not issued), the LEA makes the determination whether to send the assistive technology to the new placement or to retain the assistive technology for use by other students.
 - In situations where a student transitions from early intervention to school age (or from one LEA to another LEA), the mandates of any IEP current at the time of transition remain in effect and must be met by the new LEA to ensure a free and appropriate public education (FAPE).
 - In situations where a student transitions from school age to postsecondary status, the protections of an IEP are no longer afforded to the individual because IDEA protections only apply to school-age individuals. The LEA may opt, as a courtesy, to transfer the assistive technology to the individual or may retain the assistive technology for use by other school-age students.
- If assistive technology was purchased under the student's MA Funding or private, family insurance, the device is the property of the student and moves with the student.

RIU Assistive Technology Considerations Checklists

Generally listed in order from no-tech to high-tech, these are types of devices or strategies that could be employed to meet the student's needs. Teams should try to identify options that span the range of no-tech, low-tech, and high-tech interventions when possible, since different settings and tasks will determine which intervention is most appropriate. Teams should also consider no-tech and low-tech interventions for back-up use in the absence of high-tech ones (e.g., when AT is being repaired). **Interactive checklists with AT examples and explanations are available at <http://assistivetechnology.wikispaces.com/AT+Checklists>**

AT Intervention for Communication

- Yes/no strategy for basic communicative needs
- Picture symbols
- Photos/digital pictures
- Use a communication board with pictures, text, or objects
- Symbol-authoring software to create boards/activities
- Eye-gaze frame with pictures or text
- Pen and paper to communicate with text or drawings
- Portable keyboard or computer to type messages during conversation
- Sign-assisted speech to enhance a student's receptive communication
- Single-level, voice-output communication aid (VOCA)
- Multi-level, voice-output communication aid (VOCA)
- Tablet device with a touch screen interface
- Switch to access and activate device when direct selection is not an option
- Keyguard for use of the communication device
- Carrying case for the communication device
- Stylus or T-stick to activate the communication device
- External speakers/speaker case to amplify sound for listeners
- External headphones
- Additional battery, charger, and/or AC power cord

AT Intervention for Computer Access

- OS-level accessibility options for keyboarding (e.g., Sticky Keys, repeat rate)
- Abbreviation expansion (AutoCorrect or Replace) to reduce keystrokes
- AutoText to reduce keystrokes
- Word prediction to reduce keystrokes or assist spelling and word use
- Keyguard to assist users in making direct selections
- Arm or chair supports to promote proper positioning
- Track ball, joystick, or other alternative mouse in place of a standard mouse

- Touchscreen monitor as an alternative input device
- Keytop overlays to label keys in both cases
- Keytop overlays to promote finger positioning/hand use
- Onscreen keyboard for typing
- Alternate keyboard or keyboard layout
- Head mouse or pointer to type on an onscreen or standard keyboard
- Switch as a primary input device
- Switch interface for multiple switches and functions
- Scanning (auditory, step, radial, etc.) as a means of input
- Voice recognition software as a primary means of input

AT Intervention for Mathematics

- Graph paper for spacing or alignment
- Formatted paper (e.g., guideline papers formatted for an algorithm)
- Vertically lined paper to aid alignment/place value
- Math line for calculations
- Enlarged work materials (for clarity or spacing)
- Calculator or coinulator for computation activities
- Calculator that is capable of printing results
- Calculator with speech output capability
- Calculator with enlarged keys or displays
- Measurement tools that feature tactile guides
- Measurement tools with speech output capability
- Math notation software as an alternative to pencil-and-paper
- Drawing or graphing software as an alternative to pencil-and-paper
- Virtual manipulatives to provide an access alternative to physical ones

AT Intervention for Organization

- Print, picture, or tactile schedule
- Color-coding- to organize books, folders, and other materials
- Markers, removable tape, or acetate line guides to highlight text
- Recorded messages to prompt student behaviors or tasks
- Paper organizers for assignments and tasks
- Electronic organizers/software for assignments and tasks
- Use software to generate graphic organizers (concept development or organization)

AT Intervention for Reading

- Reading guides/windows
- Sclerotic (colored filter) overlays
- Altered word spacing
- Altered line spacing
- Altered text size or color
- Symbol-writing software to pair text with symbols or pictures
- Electronic tool for pronunciations, spellings, or meanings
- Single-word/line scanners to read text aloud
- Audio books to supplement printed text
- Audio books to replace printed text
- Text-to-speech software to read typed text aloud
- Digital imaging software to digitize documents
- Scan-and-read software to access and annotate text
- Books adapted for independent page-turning
- Electronic books to allow for easy magnification/transportation

AT Intervention for Seating and Positioning

- Adjustable chair
- Adjustable desk or workstation
- Foot rest or stool
- Solid wedge to promote back extension
- Lordosis roll to support back and provide extension
- Tactile cushion
- Chair with armrests or supports
- Supportive chair (e.g., Rifton, Kaye, Thera-Adapt, Lecky)
- Chair with additional supports (e.g., laterals, headrest, hip abductor, pelvic belt, chest harness)
- Tray or table-top support
- Chair with tilt/recline capabilities
- Modified work tray, table, or work station
- Mounting system (e.g., desktop, rigid, swing-away, folding)

AT Intervention for Sensory Needs

- Personal amplification devices (personal FM, infrared system)
- Real-time captioning or computer-assisted real time (CART) to transcribe lectures or discussions

- Computer-aided notetaking systems
- OS-level accessibility options for audible/visual messages
- Handheld or stationary magnifiers
- Large-print materials
- Braille materials for reading (or labels on keyboards)
- Raised-line materials
- Tactile graphics
- Adjusted screen contrast for improved visibility
- Screen magnification software or hardware for monitor visibility
- Screen reading software for access to onscreen content
- Braille translation software with an embosser or refreshable Braille display
- Closed-circuit televisions for magnification/contrast
- Video magnifier for magnification/contrast and near/distant viewing

AT Intervention for Writing

- Adaptive or alternative grips, pencils, and pens
- Non-slip surfaces or clipboards to stabilize materials
- Adapted paper (e.g., graph paper, raised-line paper, or highlighted-line paper) to assist with spacing and organization
- Adjusted seat and/or desk heights for adequate posture and support
- Slantboard for optimal writing angle
- Graphic organizer to structure ideas and content
- Cloze notes to reduce the amount of material to be written
- Access to full notes as a back-up to student-generated notes
- Scribe services when there is no independent means for a student to record notes or ideas
- Analog or digital recording device to record lectures/commentary
- Printed labels to provide legible answer choices
- Label machine to generate legible answers independently
- Video pen and paper to capture notes and/or recordings
- Portable keyboard
- Portable keyboard with text-to-speech capability
- Access to a desktop, laptop, netbook, or tablet computer
- Spelling and grammar checker
- Word prediction software
- Text-to-speech software to provide audible reinforcement
- Digital imaging (scanning) software to annotate scanned documents

- Scan-and-read software to annotate and manipulate contents of scanned documents
- Grid-based word processor for composition
- Cloze-style word processor for notetaking or assessment purposes
- Speech recognition software for extensive writing tasks

RIU Request for Assistive Technology Consultation

THIS DOCUMENT MUST BE SUBMITTED ELECTRONICALLY BY THE LEA.

The document should be reviewed and completed through a collaborative effort by the student's team. By completing and submitting the request, the team is committing to the process of exploring a student's need for assistive technology across educational environments.

Student Information

Name:

Date of Birth/Age:

District/School:

District of Residence:

Grade/Educational Placement:

IEP Implementation Date:

Student/Team Availability

Please indicate the days and time periods that the student and team members are available for onsite visits.

Monday AM PM
Tuesday AM PM
Wednesday AM PM

Thursday AM PM
Friday AM PM

Special scheduling concerns:

Required Documentation

Current ER or RR Date:

Current IEP Date:

Diagnostic Reading Assessment Date (for reading/writing requests only – if a diagnostic reading assessment has not been completed within the last school year, one should be completed prior to the submission of the AT Request):

What is the student's core reading program?

If any, what reading intervention is being implemented?

Minutes of reading instruction per day

Team Members (if known, please indicate with an asterisk [*] those team members' names who will be attending the meeting following the AT consultation)

Role	Name	Email	Phone
District Administrator (LEA)			
Building Principal			
Lead Teacher/Therapist			
General Education Teacher			
Special Education Teacher			
Speech-Language Pathologist			
Parent/Guardian			
Parent/Guardian			
Building Technology Contact			
Occupational Therapist			
Physical Therapist			
Teacher of VI/Blind			
Teacher of Deaf/HH			
Psychologist			
Student			
Assistive Technology Consultant			

The SETT Framework – Part I, Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Q u e s t i o n s	Student – What are the student’s strengths and needs?	Environment – Where are the needs noted? Who teaches or supports the student in these settings?	Tasks – What must the student do to meet lesson or IEP goals? What do peers do in comparison?	Tools – What no-tech, low-tech, and high-tech tools have been used or considered?
W h a t w e k n o w				
W h a t w e n e e d t o k n o w				

B a r r i e r s				
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 Modified by Montgomery County, MD Public Schools Assistive Technology Team. Modified by Riverview Intermediate Unit #6.

LEA/Liaison Review & Approval

THIS DOCUMENT MUST BE SUBMITTED ELECTRONICALLY BY THE LEA

The AT Request for Consultation, the student’s Evaluation Report (ER) or Reevaluation Report (RR) and Individualized Education Plan (IEP) should be emailed to Deena Croyle, RIU Assistive Technology Consultant, dcroyle@riu6.org OR Bethany Wilson, RIU Assistive Technology Consultant, bwilson@riu6.org

The LEA’s name, email and review date must be completed.

Name:

Email:

Phone:

Date:

Incomplete requests or those that have not been reviewed by a school district administrator will be returned. Supporting documents (e.g., student portfolio samples, reports from outside evaluators, etc.) should be mailed to: RIU Assistive Technology Consultants, ATTN: Deena Croyle & Bethany Wilson, Riverview Intermediate Unit #6, 270 Mayfield Rd., Clarion, PA 16214