

AT Data Collection Tool for Instructional Practices

**Indicators from the Instructional Practices section of Identified Pillars of High-Quality Programming for Technology*

Teacher: _____ School: _____

Observer: _____ School Year: _____

Rating Description/Evidence		Date		
AT Consideration	- The AT Consideration Guide is used to assess the needs of each individual student annually at a minimum. - Decisions regarding the need for AT devices/services are based on each student's IFSP/IEP goals/objectives, Transition Plan and goals. - AT has been determined necessary to promote the student's access to, progress within, and/or participation/independence with curricular/extracurricular activities. - AT needs are reassessed any time changes in the student's environment, instructional tasks or Transition Plan result in student needs not being met.	☐	☐	☐
Transition	- AT requirements in the receiving environment are identified during the transition planning process. - Transition plans address the AT needs of the student, including roles and training needs of team members, subsequent steps in AT use, and follow-up after transition takes place. - Transition planning empowers the student using AT to participate in the transition planning at a level appropriate to age and ability.	☐	☐	☐
Team Process	- The student and family/caregivers are included in the process for consideration of need, as documented on the AT Consideration Guide. - The student and family/caregivers are included in the development of a structured implementation plan, documented on the SETT Framework and/or AT Consideration Process Guide.	☐	☐	☐

AT	The SETT Framework is utilized to gather and analyze data about the student's educational goals, skills and needs, customary environments, and	☐	☐	☐
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For purposes of Kent ISD Coaching through the **District Action Planning and Capacity Building** process in alignment to Identified Pillars of Core Educational Practices

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Determination	curricular, instructional and functional tasks.			
	2. Assessment data is collected through record review, assessment, observations in all environments, and interviews of all team members, the student, and family/caregivers.	☐	☐	☐
	3. Determination of need includes consideration of educational goals, standard classroom/program materials or practices, existing accommodations, student progress, and level of independence.	☐	☐	☐
AT Integration	1. AT implementation is based on a collaboratively developed plan, with consideration of all environments.	☐	☐	☐
	2. A structured plan for implementation is shared among all team members.	☐	☐	☐
	3. Support of AT implementation is a shared responsibility, including all persons supporting the student.	☐	☐	☐
IEP Documentation	1. AT Consideration is indicated in the Special Factors, based on outcome of the AT Consideration Guide .	☐	☐	☐
	2. AT needs are described in the IEP PLAAFP statement.	☐	☐	☐
	3. AT may also be indicated in IEP Goals and Objectives, Programs and Services, Supplementary Aids and Services, Testing Accommodations, Transition and any Accommodations.	☐	☐	☐
	4. AT is described in the IEP with general, non-specific terms (e.g. no brand names).	☐	☐	☐
Data Collection	1. Individualized data is collected to determine student progress, independence or increased participation utilizing AT supports.	☐	☐	☐
	2. Data is collected across environments.	☐	☐	☐
	3. Data collection is reviewed at scheduled intervals, which includes progress or independence in the areas of need identified.	☐	☐	☐
Effectiveness	1. Implementation plan is modified based on data review.	☐	☐	☐
	2. Implementation plan is also reviewed at the time of any change to the environment, goals/objectives, or instructional tasks and activities.	☐	☐	☐
AT Instructional Practices Total Score		/24	/24	/24