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ASSISTIVE TECHNOLOGY SETT* FRAMEWORK

Student: Susan Sample

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Completed by: Entire Team

<u>Student</u>	<u>Environment</u>	<u>Tasks</u> – what does the student have to do?	<u>Tools</u> – strategies, accommodations, and tools	
			Using Now	To Explore (brief)
How old is the student? What is the student's diagnosis? By discipline, what are the functional levels? -Base line tests. -Formal test results. -What is motivating?	What are the physical environments in which the student functions? What are the structures of those environments? -Inclusion or mainstream setting? -Self contained class. -Stairs, push doors?	What does the student need to do to benefit from the curriculum? -What are the critical elements of those tasks? e.g. Follow directions. Attend and listen to others. Ask questions. Answer questions. Writing letters and numbers, coloring.	What no tech, low tech, and high tech options are you currently using to accommodate the task? e.g. Slant board, verbal cueing, raised line paper. -Points, gestures, uses activity based boards. -Sequence charts, voice pal, loop tapes.	What strategies might be used to invite increased student performance? e.g. -Scrip activity to make appropriate activity based board. -Investigate word processing. -Sticky key function. -OT evaluation to determine mounting options.

