# Monroe County Intermediate School District

# ASSISTIVE TECHNOLOGY PLAN

The assistive technology (AT) staffing process helps IEP teams to design, implement, and reassess these accommodations in an ongoing process. Students with disabilities often require accommodations to instruction, materials, and activities to progress toward their IEP goals and objectives.

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| --- | --- |
| Student: | Today’s Date: Click or tap to enter a date. |
| Birthdate: Click or tap to enter a date. | Grade: |
| School: | District: |

TEAM MEMBERS PRESENT

NAME ROLE

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## 

## SETT Framework

The SETT Framework is a tool for gathering data to make effective assistive technology decisions. The SETT Framework considers first, the STUDENT and his goals/objectives, the student’s ENVIRONMENT(S) and the TASKS required for active participation in that environment, and finally, the system of TOOLS required for the student to address the tasks. This information was gathered through interviews with parents and IEP team members, classroom observation, file review and structured interactions with the student.

## STUDENT

## GOAL Select and record the student’s IEP goals and objectives that you wish to support with assistive technology.

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OBJECTIVES

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PROGRESS Record the student’s progress toward the selected goal and objectives.

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**Additional Factors Relating to Student Progress**

Record significant information regarding the student’s strengths and needs as they relate to the selected goal and objectives**.**

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| **Interests:** |
| **Social:** |
| **Sensory**: |
| **Motor**: |
| **Cognitive**: |
| **Language**: |
| **Behavioral**: |

## ENVIRONMENT

The team identified the following environmental contexts in which the student uses these goals and objectives:

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## TASKS

List the regularly occurring activities ***that relate to the targeted goal and objectives***. Briefly describe what all students are expected to do as part of each activity. Estimate how often they occur each week.

#### ACTIVITY DESCRIPTION- What is the student expected to do? TIMES/WEEK

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## TOOLS

**Student Assistive Technology History**  
Record a brief description of previously attempted AT tools (strategies, accommodations, and modifications). Attach student AT history forms or additional sheet if needed.

##### ACCOMMODATION OUTCOME

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**SUMMARY OF THE CONSIDERATION** of possible need for assistive technology services. If the team has determined that a need exists, describe what will be provided (more specific assessment of need for assistive technology; existing tools, adaptation or modification of existing tools; additional tools; technical assistance on device operation or use, training of student, staff, or family, etc.).

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| --- | --- | --- | --- |
| **Summary of Consideration** | | | |
| Needs are currently being met without assistive technology. It is anticipated that current goals can be worked toward without assistive technology devices or services. AT is not necessary at this time. | | | |
| It is anticipated that adequate progress cannot be made without the support of assistive technology. Assistive technology devices /services are required by this student and will be used for designated tasks in customary environments.  (Specify nature and duration in the plan) | | | |
| Further investigation / assessment is necessary to determine if or what assistive technology devices and services may be required. (Specify nature and timeline of investigation in the plan.) | | | |
|  | | | |
| **List AT devices and services to be provided. Include those currently used successfully,**  **and those to be tried or added.** | **Responsible**  **Parties** | **Initiation** | **Duration/Outcome** |
|  |  | Click or tap to enter a date. |  |
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**Check here:**

Will borrow from district  Will borrow from MCISD

FOLLOW-UP

Assistive technology is an ongoing process. Allowing enough time to implement the plan, collect data, schedule a time to reconvene to discuss outcome data and modify the plan as needed.

Date: Click or tap to enter a date. Time: Location: