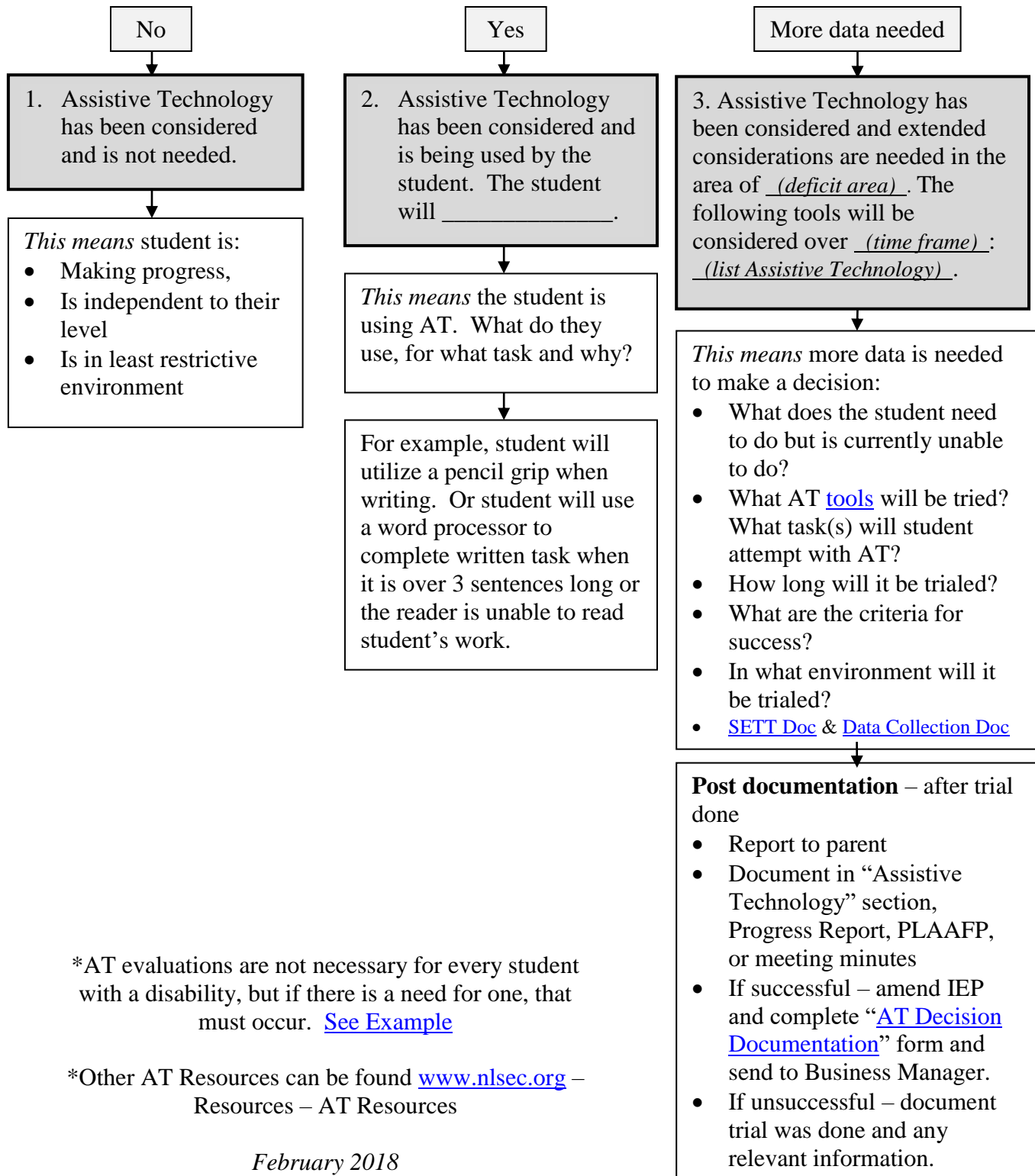


How to Document Assistive Technology was Considered Northern Lights Special Education Cooperative

In SpEd Forms, select No, Yes or More data needed

Assistive Technology (includes adaptive equipment) No Yes More data needed, explain:

Write in 1 of 3 statements below in the Assistive Technology section for every IEP.



*AT evaluations are not necessary for every student with a disability, but if there is a need for one, that must occur. [See Example](#)

*Other AT Resources can be found www.nlsec.org – Resources – AT Resources

Examples of AT tools

Vision: <ul style="list-style-type: none"> • Magnification devices/CCTV • Large print/audio books • Distant viewing devices/monocular 	<ul style="list-style-type: none"> • Screen reader/text reader • Eye glasses • Screen magnification/ accessibility options 	<ul style="list-style-type: none"> • Braille materials/Braille note taker/Braille translation software • Tactile labels • Talking calculators 	<ul style="list-style-type: none"> • NIMAC Bookshare (for students with vision or print disabilities) • Color contrast on print/screen • Voice-activated recorder 	<ul style="list-style-type: none"> • Electronic magnifier, such as the Flipper • Handheld scanner • Alternate keyboard/enlarged keys
Orientation & Mobility	<ul style="list-style-type: none"> • Tactile boundaries 	<ul style="list-style-type: none"> • Directionality devices 	<ul style="list-style-type: none"> • Signaling device 	<ul style="list-style-type: none"> • Pre-cane devices
Hearing <ul style="list-style-type: none"> • Pen and paper • Closed captioning 	<ul style="list-style-type: none"> • Real time captioning • Flash alert signal on computer • Personal amplification system/hearing aid 	<ul style="list-style-type: none"> • FM system • Signaling device • Sign Language 	<ul style="list-style-type: none"> • Phone amplifier • TDD phone access/relay • Computer/portable word processor 	<ul style="list-style-type: none"> • Peer notetaker/carbonless copy note paper • Computer aided note taking
Seating and Positioning/ Mobility	<ul style="list-style-type: none"> • Grab bars and rails • Adjustable tables, desks, equipment mounts, etc. 	<ul style="list-style-type: none"> • Sidelyer/stander • Mobility devices/wheelchairs • Canes, crutches, walker 	<ul style="list-style-type: none"> • Supports, seatbelts, harnesses • Gait training devices • Adapted/alternate chair 	<ul style="list-style-type: none"> • Non-slip surface on chair • Bolster, cushions, foot blocks
Mechanics of Writing <ul style="list-style-type: none"> • Carbonless/duplicating note paper, peer note taker 	<ul style="list-style-type: none"> • Prewritten words/ phrases • Adapted pencils/ pens/ grips • Adapted paper (raised line, bold line, colored, letter/number tracing), templates 	<ul style="list-style-type: none"> • Mobile devices (i.e. iPads, Chromebooks) • SMART Board letter tracing functions • SmartPen • Word processor/ Alphasmart/ Neo/ 	<ul style="list-style-type: none"> • Cuff/strap to hold writing implements • Non-slip surface • Slant board • Picture supports (i.e. Boardmaker) 	<ul style="list-style-type: none"> • Word prediction/ abbreviation expansion • Voice recognition apps (voice to text) • USB microphones/headsets
Computer Access <ul style="list-style-type: none"> • Windows accessibility options 	<ul style="list-style-type: none"> • Arm support • Pointing options/ trackball, joystick, etc. 	<ul style="list-style-type: none"> • Accessibility switch/ alternative input • Voice recognition software (voice controls) 	<ul style="list-style-type: none"> • Alternate/adapted keyboard/keyguards, etc. (such as Intellikeys, onscreen or one handed keyboards) 	
Communication <ul style="list-style-type: none"> • Eye gaze board 	<ul style="list-style-type: none"> • Communication board with pictures/ words/ objects/letters 	<ul style="list-style-type: none"> • Single-switch voice output device (single message, or with levels) 	<ul style="list-style-type: none"> • Simple voice output devices – single message, simple switch with multiple levels 	<ul style="list-style-type: none"> • More complex voice output devices - , multiple icons, levels/steps, dynamic display
Cognitive (Organization, memory, study tools) <ul style="list-style-type: none"> • Organization tools (color coded folders, PDAs, software, etc.) • Sticky notes 	<ul style="list-style-type: none"> • Print or picture schedule, planner • Task prompter • Single word/ hand-held scanners • PowerPoint with step by step reminders/directions 	<ul style="list-style-type: none"> • Calendar software • Electronic organizers • Tablet with organization apps • Highlight text (rulers, highlighters, highlighter tape) 	<ul style="list-style-type: none"> • Online programs (such as Study Island) • Index tabs • Mp3 player with recorded notes • Voice-activated recorder 	<ul style="list-style-type: none"> • Calendar App • Educational software • Smart phones • Video on portable device • Recorded material
Reading <ul style="list-style-type: none"> • Predictable books • Changes in text size, spacing, color, background • Use of pictures/ symbols/ objects with text 	<ul style="list-style-type: none"> • Hand-held reading pen (scanners) • Highlighting (highlighters, colored rulers, colored overlays, highlighter tape) • Book adapted for page turning (e.g., spacers, spiral bound pages) 	<ul style="list-style-type: none"> • Page frames for focus and tracking • Auto-summarize text in Word to reduce reading length and get to main ideas (can add to toolbar) • Tiered web pages with built in vocabulary supports and multi-level access to information 	<ul style="list-style-type: none"> • NIMAC Bookshare for digital textbooks • Talking electronic device to speak challenging words • Alternate format books (digital, audio on tape/CD/mp3 such as Play Always, tactile, objects, etc.) 	<ul style="list-style-type: none"> • Scanner with optical character recognition and talking word processor (text to speech such as Read and Write) to read Word, PDF documents, and web-based sites • Handheld book readers
Math <ul style="list-style-type: none"> • Number line, 100's charts • Alternatives for answering, explaining or giving examples • Tactile/ voice output measuring devices 	<ul style="list-style-type: none"> • Multiplication charts • Rulers and protractors with magnification • On-screen calculator • Graph or grid paper for aligning numbers • Enlarged worksheets 	<ul style="list-style-type: none"> • Number Navigator – downloadable • SMART Board money tools • Talking calculator with printable displays (e.g., Read and Write) • Money calculator • Manipulatives 	<ul style="list-style-type: none"> • Talking watches/clocks • Online software (e.g., National Library of Virtual Manipulatives online http://nlvm.usu.edu/en/nav/vlibrary.htm, www.webmath.com) • Math software – e.g. Geometer's Sketchpad, Math Arena 	<ul style="list-style-type: none"> • Efoflex graphing software (student specific) • Microsoft Math • Adapted calculator (printout, large key/display, fraction key)
Composing Written Material <ul style="list-style-type: none"> • Graphic organizers (electronic like Kidspiration/Inspiration, or manual) 	<ul style="list-style-type: none"> • Word prediction/abbreviation expansion • Word cards/ book/ wall 	<ul style="list-style-type: none"> • Writing templates • Word processor with/without adaptive features 	<ul style="list-style-type: none"> • Dictionary/thesaurus (electronic or manual) 	<ul style="list-style-type: none"> • Voice to text software (such as Read and Write)
Recreation/ Leisure	<ul style="list-style-type: none"> • Toys adapted with Velcro, magnets, handles, switches, etc. 	<ul style="list-style-type: none"> • Adaptive sporting equipment • Arm support for drawing/painting 	<ul style="list-style-type: none"> • Computer games, and adaptations • Art software 	<ul style="list-style-type: none"> • Electronic aids to operate media (TV, DVD, MP3, etc.)
Activities of Daily Living	<ul style="list-style-type: none"> • Non-slip materials/adaptive grips • Adaptive eating/drinking utensils 	<ul style="list-style-type: none"> • Adaptive personal care devices • Adaptive cooking equipment 	<ul style="list-style-type: none"> • Color, tactile coded items 	<ul style="list-style-type: none"> • Universal cuff/strap to hold items in hand
Environmental Control	<ul style="list-style-type: none"> • Switch/interface for devices (environmental control device) 	<ul style="list-style-type: none"> • Light switch extensions 	<ul style="list-style-type: none"> • Remote control of devices 	<ul style="list-style-type: none"> • Environmental control through augmentative device

The SETT Framework

Assistive Technology Consideration/Evaluation Process

Student: _____ Date: _____

Information about the Student, the Environments, the Tasks, must be considered first before the appropriate Tools can be proposed.

STUDENT: What are strengths and needs of student?

ENVIRONMENT: Classes and situations where help is needed? What is the physical arrangement?

TASKS: What are the tasks the student needs to complete to meet IEP goals?

TOOLS: What AT tools or services will help meet these tasks?

Possible accommodations:

Responsible parties involved in contributing to this document:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Data Collection Form

Name:				
Objective:				
Activity:	Person Responsible: (include activities responsible for)	When/Time: (minimum 20 school days)	Results: (i.e. how many times trialed, data taken minimum of twice a week, student engagement, amount used)	Comments: