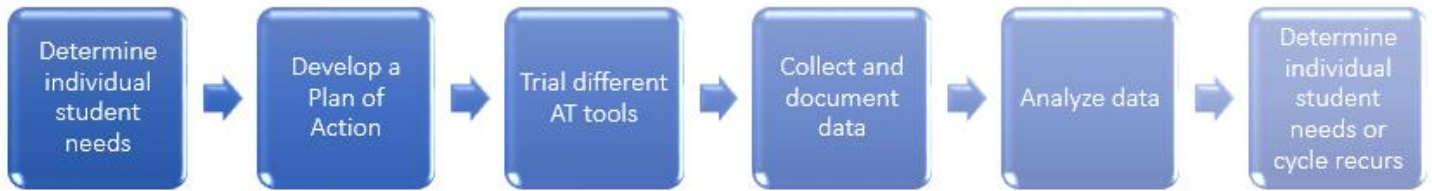


Assistive Technology Trials

BEFORE conducting a formal evaluation, you can conduct trials of different assistive technology and use the [WATI Assistive Technology Use Summary](#) (the second form) to aide you in gathering data. Many students who need AT do not need a formal evaluation, because the intervention or trial process will help connect your



Checklists to assist specific areas of need	Links to Resources and Intervention Options
Motor aspects of writing Composition aspects of writing/written material	Writing Interventions – EES ATSTAR- Writing Understood.com – Writing Motor Aspects Supports Composing Written Material
Technology (PC, Android, IOS)	Accessibility Tools – EES Adaptive Tech 1 – Computer access ATSTAR – computer access Apple - iPad Accessibility Features Chrome Story - Accessibility Features in Chromebooks Computer Access iPads in Education
Reading	Reading Resources and Interventions Understood.com
Mathematics	Math Interventions Dyscalculia.org Low Tech Math Aids
Organization	Organization
Vision	teachingvisuallyimpaired.com enhancedvision.com iPad Settings for students with BLV Marya Zipoff, EES Teacher for BLV
Hearing	See Tai Botkin, Teacher for the Deaf and Hard of Hearing
Recreation and leisure	ATSTAR – recreation and leisure activities Maryland AT Connections VCU Assistive Technology Adaptive Tech 1 - recreation and leisure
Seating & positioning Mobility	ATSTAR - Seating, positioning and mobility Delaware Assistive Tech. Initiative - Seating, positioning and mobility
Communication <small>(AAC trials and evaluations are conducted by the SLP and TOR)</small>	See building level Speech Language Pathologist
General	PATINS – Indiana Assistive Technology initiative EES Assistive Technology Page

If the trial intervention data concludes that more data and information are needed, the CCC should convene to determine that an AT/AAC evaluation is needed, parent signature should be obtained and the 50 day (instructional day) evaluation timeline begins.

Overview of SETT

The Student

- What does the student need to do?
- What are the student's current abilities?
- What are the student's special needs?

The Environments

- What is the instructional setting?
- What is the physical arrangement?
- What materials and equipment are currently available?
- What supports are available?
- What are the attitudes and expectations?
- What are the concerns?

The Tasks

- What tasks occur that enable student progress toward mastery of IEP goals?
- What are the tasks that allow the student to actively participate in daily life?
- What is everyone else doing?
- What are the critical elements of the activity/task?

The Tools

- What system of no-tech, low-tech, and high-tech tools should be considered to support the student in performing the tasks identified in these environments?
- What strategies might be used to increase student performance?
- How might these tools be tried out with the student in the customary environments in which they will be used?

(Zabala, 2005a)