

Fonner Modified Forms for Assistive Technology Assessment & Implementation

The following forms and charts are used in the field in my practice of AT consulting and training. The concepts and original forms have been developed by other professionals in the field (primarily Joy Zabala, David Beukelman, Pat Mirenda, Gary Cumley, Donna Shaw & the Montgomery Co. Maryland AT team). These are the modifications that I've gathered or done to make them work in my situations. It's important to note: I rarely use all of these forms with any one student. This is not a packet to be completed; these forms help to consider, plan & organize the information that is a part of the AT process.

Background Information:

The SETT Framework: Critical Areas to Consider When Making Informed Assistive Technology Decisions by Joy Smiley Zabala, M.Ed. (website: www.JoyZabala.com)

ALL students must have the opportunity to increase in competence, confidence, and independence to whatever degree is possible in whatever area is being studied. Further, each student must be expected to move toward these common underlying goals as well as the specific goals in any course of study through communication, participation, and productivity in activities which foster the achievement of identified goals. When students have disabilities, particularly in areas which affect communication - written, oral, or both - these goals can be hard to keep in mind and even harder to reach... especially without the right tools and supports!

To make effective assistive technology decisions, who should be involved in the decision-making process and what information should be included?...information about the Student, the Environment, the Tasks, and the Tools must be gathered and thoughtfully considered, revised, and acted upon by a multidisciplinary team with full participation from the person and his/her personal and professional supporters. To support this belief, the SETT Framework has been developed. The SETT Framework considers, first, the Student, the Environment(s) and the Tasks required for active participation in the activities of the environment, and, finally, the system of Tools needed for the student to address the tasks. It is important to realize that this outline of questions to consider in each area of the SETT Framework has been developed only as a guideline and a place to start. Teams gathering and acting upon this data may wish to seek answers to numerous additional questions. In virtually every case, however, any questions which arise will relate to one of the areas of the SETT Framework.

The Participation Model by David R. Beukelman, Ph.D. & Pat Mirenda, Ph.D (book: AAC: Supporting Children & Adults with Complex Communication Needs, 3rd edition)

In their book, these authors address assessment and interventions for persons who are using or being considered for augmentative or alternative communication systems, both low tech and high tech. They have chapters on persons with acquired disabilities and for those with developmental disabilities. A portion of the book explains a participation model which guides the evaluator/facilitator. In this model, steps are taken to identify participation patterns and barriers, to assess opportunities and access skills in order to develop a plan for implementation. The forms included in this packet are a mere portion of those that are in the book.

NOTE: When using these forms, only use those that are pertinent to your student and situation.

THE SETT FRAMEWORK - PART I

Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Using SETT appropriately requires collaboration and promotes team-building by using clearly understood language and valuing input from all perspectives. As data is organized and prioritized within the SETT Framework, it promotes logical thinking by all team members and can be an effective consensus-building tool. As environments and tasks are explored, the links between assessment and intervention become strong and clear, as does the need to develop a system of tools which will enhance the student's abilities to address the tasks in which he/she is expected to build competency.

EXAMINING CURRENT CONDITIONS TO CONSIDER EDUCATIONAL NEED			
STUDENT:	ENVIRONMENT:	TASKS:	TOOLS:
<ul style="list-style-type: none"> • What does the Student need to do? • What are the Student's special needs? • What are the Student's current abilities? 	<ul style="list-style-type: none"> • What materials and equipment are currently available in the environment? • What is the physical arrangement? Are there special concerns? • What is the instructional arrangement? Are there likely to be changes? • What supports are available to the student? • What resources are available to the people supporting the student? 	<ul style="list-style-type: none"> • What naturally occurring activities take place in the environment? • What is everyone else doing? • What activities support the student's curricular goals? • What are the critical elements of the activities? • How might the activities be modified to accommodate the student's special needs • How might technology support the student's active participation in those activities? 	<ul style="list-style-type: none"> • What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments? • What strategies might be used to invite increased student performance? • How might these tools be tried out with the student in the customary environments in which they will be used?

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THE SETT FRAMEWORK - PART I

Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Student: _____ **Date:** _____ **Staff:** _____

Directions for this page: In the area of Student address: What is the functional area(s) of concern? Special needs, Current abilities;

In the area of Environment address: Arrangement, Support, Materials and Equipment, Access Issues, Attitudes and Expectations;

In the area of Tasks address: What specific tasks are required for active involvement in identified environments?

Circle areas which present barriers to student progress

	STUDENT: What are the student's strengths and needs?	ENVIRONMENT: Classes and situations where help is needed?	TASKS: What are the tasks that the student needs to be able to accomplish to meet IEP goals?	TOOLS: What AT or services will address these tasks?
What we know				
What we need to know				

Modified by Montgomery County, MD Public Schools Assistive Technology Team <http://www.mcps.k12.md.us/departments/interact/>

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THE PARTICIPATION MODEL

Addition to SETT Forms; Modified from the work of David Beukelman & Pat Mirenda

Student: _____ **Date:** _____ **Staff:** _____

Directions for this page: complete the participation plan for each content/activity area throughout a student's schedule. (1) list content area; (2) circle current level of participation in each content area; (3) discuss as a group, priorities for each content area and in each participation area; acknowledge that we all desire for all 4 participation areas to improve, however, finding a focus is important for student progress and planning for resources including people, peer buddies and technology; (4) come to compromise on each item, circle the first priority; & if needed, write a 2nd and 3rd next to the other areas.

Content Area:	Educational Participation Level	Integration (Physical Participation Level)	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Influential <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Fully Assisted

Content Area:	Educational Participation Level	Integration (Physical Participation Level)	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Influential <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Fully Assisted

Content Area:	Educational Participation Level	Integration (Physical Participation Level)	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Influential <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Fully Assisted

Content Area:	Educational Participation Level	Integration (Physical Participation Level)	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Influential <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Fully Assisted

Copy as many pages as needed for the number of content areas for this student

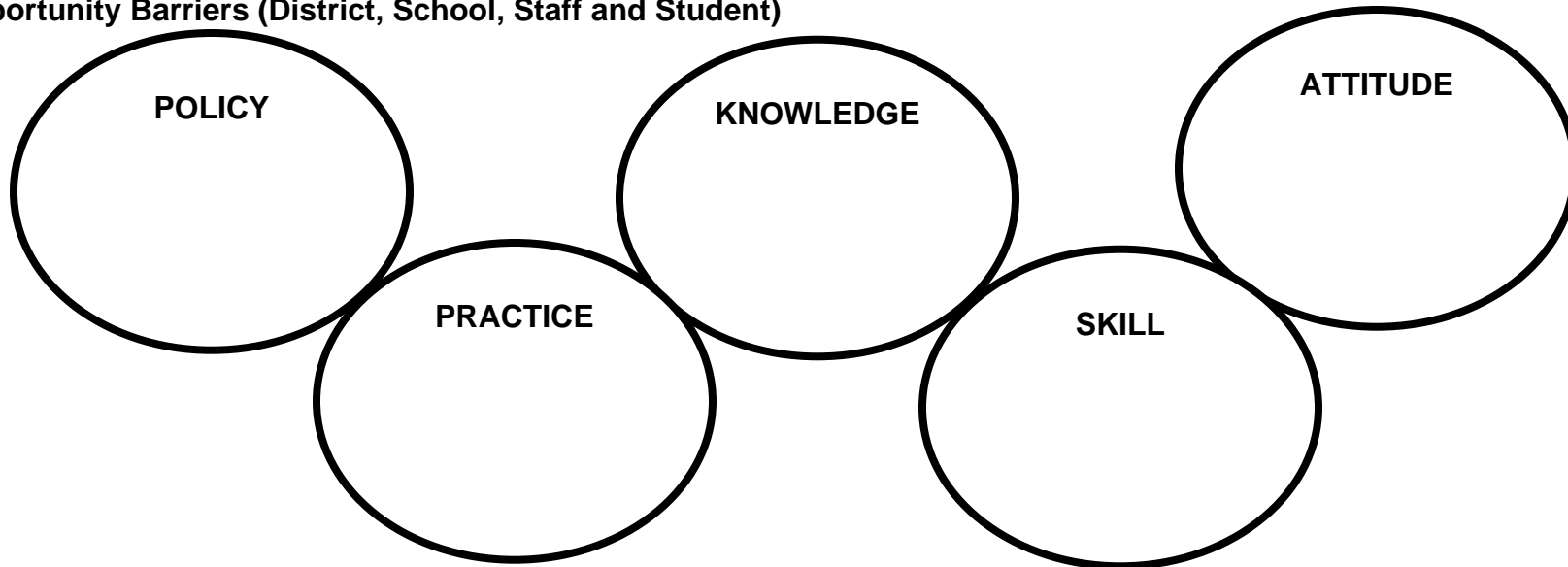
THE PARTICIPATION MODEL: Barriers/Opportunities to Technology Integration

Addition to SETT Forms; Modified from the work of David Beukelman & Pat Mirenda

Student: _____ Date: _____ Staff: _____

Directions for this page: Often the discussion around issues helps teams to focus on opportunities that may arise from barriers or to discover that what is impeding the use of assistive technologies has little to do with the technology itself.

Opportunity Barriers (District, School, Staff and Student)



Access Barriers (Student specific)

<p>What is the potential to increase the consumer's natural abilities?</p>	<p>What is the potential for environmental adaptations to occur?</p>	<p>What is the potential of the consumer to utilize AT tools?</p> <ul style="list-style-type: none">-Operational Requirements-Constraints-Capabilities
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THE SETT FRAMEWORK - PART II - A

Describing an Assistive Technology Tool System to Address Identified Student Needs Brainstorming Possible Tools that Match the Description

Student: _____ **Area of established need (See SETT:Part I):** _____

Directions for this page: It is possible that this form will get used twice during the assessment/reevaluation of AT process.

- 1) *Intended 1st use – Put a description of the important features needed by the consumer in each column. Write the name of each tool that is being considered in the rows. Explore information on the possible tools; place a check mark in the column if the tool has that feature. After researching all of the possible tools, you may be able to eliminate possibilities based upon the number of features required that each tool does or doesn't have.*
- 2) *Possible 2nd use – Start with a blank form, only list those tools that are being trialed; as the trials progress, rate each item as to the level to which each feature is evident. (0=none, 10=high level)*

Enter one description of important function in each column >									
Enter one possible tool in each row V									

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THE SETT FRAMEWORK - PART II - B

Establishing Availability and Training Needs for Promising Tools

Student: _____ **Area of established need (See SETT:Part I):** _____

Directions: Once tools have been chosen as trials, teams need to plan for the acquisition of trial units, software, etc. Also planning needs to occur for training on how to use a new item during its trial period. Use this form to make a listing of where products are coming from and the training required.

KEY: S= Systemically available tools - Available to ALL students served by this system

P= Programatically available through special education services or other services for which this student is eligible

A= Additional tools which may be required by this student if consideration or assessment data establishes need

SHORT LIST OF TOOLS JUSTIFY CHOICES WITH SETT DATA AND FEATURE MATCH	TOOL AVAILABILITY			SERVICES REQUIRED FOR EFFECTIVE USE		
	S	P	A	STUDENT	STAFF	FAMILY

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DATA COLLECTION DURING TRIAL/LOANERS

Addition to SETT Framework forms (Fonner)

Student: _____ Date: _____ Staff: _____

Activity/Task for Data Collection: _____ How often will this data be collected? _____

Data points developed by: _____

Directions for this page: Determine the task in which all trial tools will be used. What are the measureables and/or countable occurrences within the task? What are the types of ratings of the student's performance with the trial tools? Remember to return to SETT Framework Part II to rate the devices upon the predetermined features.

DATE	TOOL	DATA COLLECTION							
		Rating Scale	Rating Scale	Count	Count	Did _____		Did _____	
		1-5	1-5	#	#	YES	NO	YES	NO

ROLES & RESPONSIBILITIES MATRIX

Addition to the SETT Forms: From the work of Gary Cumley (in the book by Beukelman & Mirenda)

The purpose of this matrix is to identify all of the items of responsibility around a student who needs assistance with communication. These responsibilities should be distributed throughout the team. Team members should speak for themselves, not be assigned by others. No one person should hold all Assignments and no one should have no assignments or back-ups.

Student: _____ **Date:** _____ **Activity/Task for Data Collection:** _____

Directions to this page:

- (1) *In the left column, make a list of the items that need to be done for this student.*
- (2) *Across the top, make a list of the team members including the student.*
- (3) *For each item, agree upon a team member who is (A) Assigned Responsibility and one who is (B) Back-up Responsibility.*

RESPONSIBILITIES	ROLES									
	Student	Parent	Special Ed Teacher	Regular Ed Teacher	SLP	OT	PT	AT staff	Administrator	Other
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

PLANNING FOR A.T. IN SCHOOL TASKS

Addition to SETT Framework forms – modified from Donna Shaw, Franklin Schools, WI

Student: _____ **Date:** _____ **Staff:** _____

Directions: For each content area, make a list of the type of academic and social class activities that occur during that class time. Content Area activities are things such as listening to the teacher lecture, completing a worksheet, writing a journal, homework, etc. For each activity, list the instructional grouping since this may have an impact on the type of technology that can be utilized. Next, list the instructional and/or assistive tool(s) to be used.

Content Area _____	Grouping					Accommodations & Adaptations	Technology Tool to Use
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	Individual	(Time, Quantity, Personal Assistance)	(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)	

Content Area _____	Grouping					Accommodations & Adaptations	Technology Tool to Use
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	Individual	(Time, Quantity, Personal Assistance)	(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)	

Content Area _____	Grouping					Accommodations & Adaptations	Technology Tool to Use
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	Individual	(Time, Quantity, Personal Assistance)	(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)	

Copy as many pages as needed for the number of content areas for this student