



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

Assistive Technology for Curriculum Access SETT Framework[©] Consideration/Intervention

IMPORTANT NOTE: For students whose primary eligibility is Orthopedically Impaired complete Assistive Technology Access to Curriculum Assessment Referral PBSD 1839.

Student ID #	Student First Name	Middle Name	Last Name	Birth Date	
School			Grade	Gender	Current Date
Primary Eligibility		Additional Eligibilities			
Name of Person Completing Form		Title/Position		Phone #	
IEP Team Members Contributing					

STUDENT:

Describe specific limitation(s) impeding academic functioning/IEP goals: _____

Are current accommodations/supports sufficient? Yes No

Are grades proficient? Yes No

ENVIRONMENT:

Identify the environment(s) where the student is having difficulty

- Regular classroom Included classroom Self-contained classroom

Select technology available in this environment

- classroom computer keyboarding instruction printer
 electronic spell checker portable word processor other _____

Is a paraprofessional assigned when the student is in this environment? Yes No

TASK:

Identify the task/area(s) where the student is having difficulty

- Handwriting (complete page 2) Learning/Study Skills (corresponding section, page 4)
 Reading (complete page 3) Computer Access (corresponding section, page 4)

TOOLS/TECHNIQUES (4-6 week trials):

After completing the required page(s) from the TASK section, list the tools, techniques, and/or accommodations that were successful in meeting the student's access needs. _____

DETERMINATION OF TOOLS/TECHNIQUES ADEQUACY:

- The tool/technique was adequate to meet the student's access to the curriculum.
Send SETT Framework Consideration/Intervention Packet (i.e. PBSD 1859, related task page(s), and work samples) to Secretary of Assistive Technology, FHESC/ESE, A-203 to receive low-tech tools needed or keep documents for your records if no low-tech tools are needed.
- The tool/technique was not adequate to meet the student's access to the curriculum.
Complete Assistive Technology for Access to the Curriculum Assessment Referral PBSD 1839.

Handwriting/Composing <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Current Date</div> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px auto;"></div>	DIRECTIONS: 1. Choose/check student description and task. 2. Trial corresponding tools/techniques (least restrictive to most restrictive) for a 4-6 week trial.	3. Indicate if the tool/technique is effective. If effective, continue use. If not effective, try another tool/technique. 4. Attach work samples/data collection/notes. 5. Go back to page 1. Complete the tools/techniques section.
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STUDENT	TASK	TOOLS/TECHNIQUES (check all that apply)	EXPLAIN EFFECTIVENESS
<input type="checkbox"/> 1. Student's handwriting is illegible. (Letter formation, spacing, writing on line, letter size).	Completing written assignments	<input type="checkbox"/> Adapted format to reduce amount of writing <input type="checkbox"/> Adaptive writing tool (Ferby pencil, grip pencils, adapted pens) <input type="checkbox"/> Spacing tool (finger spacer, popsicle stick) <input type="checkbox"/> Pencil grip (Stetro grip, Grotto grip, The Pencil Grip) <input type="checkbox"/> Adapted paper (RediSpace, LegiGuide, highlighted, raised line) <input type="checkbox"/> Handwriting grid (Writing guide, signature guide) <input type="checkbox"/> Slant board/made from 3 ring binder <input type="checkbox"/> Computer/MS Word (Is typing speed equivalent to handwriting speed?)	
<input type="checkbox"/> 2. Student's writing is slow and laborious; complains of fatigue and/or pain when writing.	Completing written assignments	<input type="checkbox"/> Extended time <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Oral responses <input type="checkbox"/> Adapted format to reduce amount of writing <input type="checkbox"/> Computer/MS Word	
<input type="checkbox"/> 3. Student is reluctant to write or refuses to write; student is easily frustrated when writing.	Completing written assignments	<input type="checkbox"/> Adapted format to reduce amount of writing <input type="checkbox"/> Oral responses for assignments and tests <input type="checkbox"/> Break assignments into short segments with separate time lines <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Provide a model of the writing assignment/project <input type="checkbox"/> Computer/MS Word	
<input type="checkbox"/> 4. Student has difficulty copying from the board and/or note taking.	Taking Notes	<input type="checkbox"/> Preferential seating <input type="checkbox"/> Skeleton outline of notes to minimize writing during lesson <input type="checkbox"/> Copy of notes <input type="checkbox"/> NCR notebook paper (AT notebook) <input type="checkbox"/> Document holder (Page Up)	
<input type="checkbox"/> 5. Student uses excessive/light pressure when writing.	Completing written assignments	<input type="checkbox"/> Provide a softer surface (extra paper, notebook) <input type="checkbox"/> Mechanical pencil/soft lead pencils (Ferby pencil) <input type="checkbox"/> Gum/non-abrasive erasers <input type="checkbox"/> Adapted crayons (Silky/Creamy crayons)	
<input type="checkbox"/> 6. Student has difficulty with spelling words when writing.	Completing written assignments	<input type="checkbox"/> Word wall <input type="checkbox"/> Book of high frequency words/word wall booklet (Quick Word Handbook) <input type="checkbox"/> Electronic speller/dictionary <input type="checkbox"/> Computer/MS Word spell check	
<input type="checkbox"/> 7. Student has difficulty with grammar, punctuation, and capitalization.	Completing written assignments	<input type="checkbox"/> Visual model of rules (notebook/posted in class/COPS checklist) <input type="checkbox"/> Highlighter tape to focus on specific conversations (highlighter tape, erasable highlighter) <input type="checkbox"/> Peer editing <input type="checkbox"/> Auto correct options/grammar check	
<input type="checkbox"/> 8. Student has difficulty keeping rows/columns aligned in Math.	Completing written assignments	<input type="checkbox"/> Lined paper turn sideways for columns <input type="checkbox"/> Graph paper (math grids on AT website)	

Items may be found in your school's LoTTIE kit or office supply stores.

Reading <div style="border: 1px solid black; padding: 2px; margin: 5px 0;">Current Date</div> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px 0;"></div>	DIRECTIONS: 1. Choose/check student description and task. 2. Trial corresponding tools/techniques (least restrictive to most restrictive) for a 4-6 week trial.	3. Indicate if the tool/technique is effective. If effective, continue use. If not effective, try another tool/technique. 4. Attach work samples/data collection/notes. 5. Go back to page 1. Complete the tools/techniques section.
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STUDENT	TASK	TOOLS/TECHNIQUES (check all that apply)	EXPLAIN EFFECTIVENESS
<input type="checkbox"/> 1. Student has difficulty comprehending what he/she reads.	Reading textbooks, novels, worksheets, other materials.	<input type="checkbox"/> Varied presentation methods <input type="checkbox"/> Highlight full page of text (color filters) <input type="checkbox"/> Provide outline of reading material <input type="checkbox"/> Highlight important information prior to reading <input type="checkbox"/> Provide picture/visual support <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Graphic organizers/story mapping <input type="checkbox"/> Recorded reading material <input type="checkbox"/> Electronic formats (audiobooks/online books, e.g. Edline/district portal) <input type="checkbox"/> Computer/MS Word (text reader, changing background color, text enlargement, highlighting, reading guide, masking)	
<input type="checkbox"/> 2. Student loses place while reading (tracking).	Reading textbooks, novels, worksheets, other materials.	<input type="checkbox"/> Isolate text (with plain paper, finger grip ruler, reading helper set) <input type="checkbox"/> Magnify text (magnifying bar) <input type="checkbox"/> Highlight text (reading guide)	
<input type="checkbox"/> 3. Student has difficulty seeing text (visual, letters reversed, too small, etc.).	Reading textbooks, novels, worksheets, other materials.	<input type="checkbox"/> Enlarge print on copy machine/computer <input type="checkbox"/> Reduce number of items on page (spacing) <input type="checkbox"/> Magnify text (magnifying bar) <input type="checkbox"/> Highlight text (highlighter tape, heads up frame set, color filters) <input type="checkbox"/> Reading guide (reading helper set)	
<input type="checkbox"/> 4. Student has difficulty reading on a flat (horizontal) surface.	Reading textbooks, novels, worksheets, other materials.	<input type="checkbox"/> Slanted surface (3 ring binder, slant board) <input type="checkbox"/> Document holder to see paper vertically (Page up)	
<input type="checkbox"/> 5. Student is unable to hold or turn pages of a book.	Reading textbooks, novels, worksheets, other materials.	<input type="checkbox"/> Book holder (EZ book clip) <input type="checkbox"/> Document holder (Page Up/copy holder) <input type="checkbox"/> Electronic formats (audiobooks/online books, e.g. Edline/district portal)	
<input type="checkbox"/> 6.			

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Learning/Study Skills <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Current Date</div> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px auto;"></div>	DIRECTIONS: 1. Choose/check student description and task. 2. Trial corresponding tools/techniques (least restrictive to most restrictive) for a 4-6 week trial.	3. Indicate if the tool/technique is effective. If effective, continue use. If not effective, try another tool/technique. 4. Attach work samples/data collection/notes. 5. Go back to page 1. Complete the tools/techniques section.
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STUDENT	TASK	TOOLS/TECHNIQUES (check all that apply)	EXPLAIN EFFECTIVENESS
<input type="checkbox"/> 1. Student has difficulty with transitions and preparation for class.	Following daily routine.	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Materials checklist <input type="checkbox"/> Time timer <input type="checkbox"/> Student planner/agenda	
<input type="checkbox"/> 2. Student does not complete assignments.	Completing assignments	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Written instructions <input type="checkbox"/> Color-coded folders <input type="checkbox"/> Materials checklist/To Do <input type="checkbox"/> Time timer <input type="checkbox"/> Chunking assignments	
<input type="checkbox"/> 3. Student is disorganized and/or inattentive.	Completing assignments/ Following classroom instruction	<input type="checkbox"/> Preferential seating <input type="checkbox"/> Skeleton outline to fill in <input type="checkbox"/> Materials checklist <input type="checkbox"/> Visual schedule <input type="checkbox"/> Reduce amount of materials on desk <input type="checkbox"/> Schedule breaks	
<input type="checkbox"/> 4. Student has difficulty with calculations/measurements.	Completing calculations/ measurements	<input type="checkbox"/> Fold paper to show one problem <input type="checkbox"/> Circle/highlight operation using highlighter (highlighter tape/erasable highlighter) <input type="checkbox"/> Manipulatives <input type="checkbox"/> Number line <input type="checkbox"/> Calculations (Coin-u-lator, Talking calculator) <input type="checkbox"/> Ruler (Bar magnifier, Finger pinch ruler)	

Computer Access <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Current Date</div> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px auto;"></div>	DIRECTIONS: 1. Choose/check student description and task. 2. Trial corresponding tools/techniques (least restrictive to most restrictive) for a 4-6 week trial.	3. Indicate if the tool/technique is effective. If effective, continue use. If not effective, try another tool/technique. 4. Attach work samples/data collection/notes. 5. Go back to page 1. Complete the tools/techniques section.
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STUDENT	TASK	TOOLS/TECHNIQUES (check all that apply)	EXPLAIN EFFECTIVENESS
<input type="checkbox"/> 1. Student has difficulty manipulating a standard mouse.	Completing computer based assignments	<input type="checkbox"/> Single button mouse <input type="checkbox"/> Trackball (Big Track, KidTrack) <input type="checkbox"/> Touch Monitor	
<input type="checkbox"/> 2. Student has difficulty manipulating a standard keyboard.	Completing computer based assignments	<input type="checkbox"/> Keyboard labels <input type="checkbox"/> Large button keyboard <input type="checkbox"/> ABC format keyboard <input type="checkbox"/> Onscreen keyboard <input type="checkbox"/> Touch monitor	

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