



AT Consideration Series: Beyond the Checkbox

Deep Dive: AT Assessment Essentials

About OCALI

- Vision – Why We Do What We Do
People with disabilities have the opportunity to live their best lives.
- Mission – What We Do
OCALI inspires change and promotes access to opportunities for people with disabilities.
- Action – How We Do What We Do
OCALI informs public policy and develops and deploys practices grounded in linking research to real life.

About the AT&AEM Center

The AT&AEM Center is a centralized, responsive resource center that empowers individuals with disabilities by providing accessible educational materials, access to assistive technologies and highly specialized technical assistance and professional development support.

<https://ataem.org>

Session Objectives

1. Participants will be able to summarize the steps of the AT assessment process
2. Participants will be able to identify when an AT assessment is necessary using the ATDMT
3. Participants will be able to identify resources for AT assessment

AT Consideration

The [AT Consideration](#) webpage on the ataem.org website offers resources to guide the AT Consideration process including the AT Decision-Making Tool ([ATDMT](#)) which is designed to guide and support educational teams in considering the need for AT and AEM for students with disabilities. There is a short video that explains how to use this tool along with an ATIM module and a link to the chapter in the AT Resource Guide about AT Consideration available on this page.



Steps of the AT Assessment Process

1. Data Collection
2. Feature-Matching
3. Identify Tools
4. Trials and Recommendations
5. Funding
6. Document Findings
7. Implementation and Follow-Up

Step 1: Data Collection

The [SETT Framework](#) – an acronym for Student, Environments, Tasks and Tools – is a decision-making tool originally designed to help collaborative teams gather and organize information that can be used to guide decisions about assistive technology (AT) devices and services that foster the educational success of students with disabilities (Zabala, 1995). The [SETT Framework forms](#) can be used during the AT assessment process to document the student’s needs and abilities, their environments, and the tasks they need to accomplish.

A variety of [AT assessment frameworks and tools](#) are available on the AT&AEM website to assist with the AT assessment process.

Step 2: Feature-Matching

[SIFTS](#) is a tool to assist with the feature-matching process (step 2 of the AT assessment process). This tool generates features of AT devices matched to the specific needs of a student. SIFTS is organized by different domains such as physical access, organization, communication and more. The features generated include text descriptions, images, and video.

The [AT Domains](#) document offers examples of AT devices in a vast number of areas such as reading, writing, math, seating and positioning, transportation, recreation, play and leisure and more.

Step 3: Identify Tools

The [SETT Scaffold for Tool Selection Part I](#) allows the team to list features of AT devices along the top row and then specific AT devices along the left column. This table allows the team to visually tally up which devices offer the most features to narrow down the options and then move forward with equipment trials.



Step 4: Trials and Recommendations

Ohioans can borrow AT devices, kits, assessment tools, curriculum kits, hearing assistive technology (HAT), braille practice tests and, large print books and braille books from the [OCALI lending library](#).

Find your state's AT Act Program through the [National AT3 Center](#). There is a program in every state.

Step 5: Funding

AT Resource Guide – [Section 4: Funding AT](#). This section of the AT Resource Guide offers information about funding for AT devices. It includes information about the laws supporting acquisition of AT by local education agencies (LEAs). The funding flowchart can be found in this section of the resource guide.

ATIM module – [Funding Assistive Technology](#). This module provides an overview of funding options for the purchase of AT devices. It includes information about school responsibilities, Medicaid, and private funding.

Step 6: Document Findings

AT Resource Guide – [Section 5: Documenting AT in the IEP](#). This section of the AT Resource Guide reviews multiple areas within the IEP where AT may be documented.

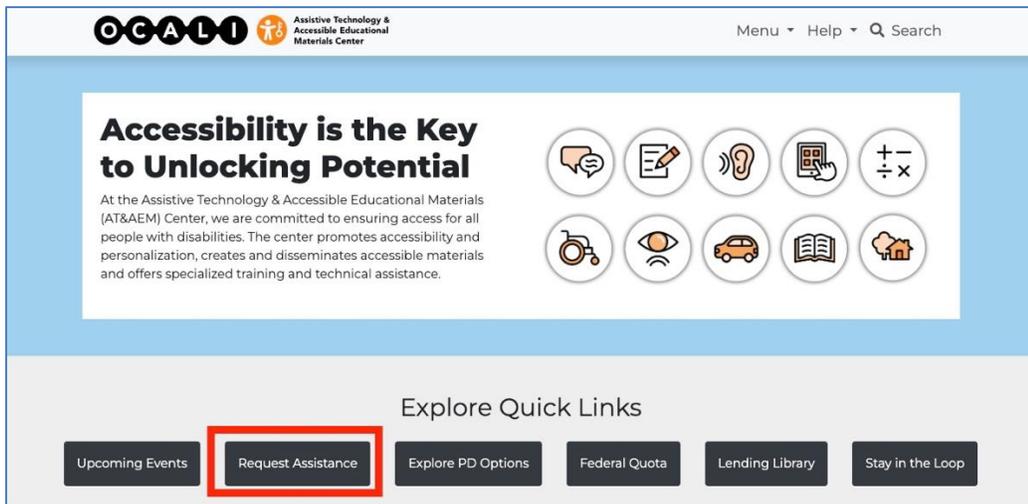
ATIM module – [AT Supports and Services in the IEP](#). Proper documentation of AT in the IEP ensures that students will receive the necessary AT to gain access to the curriculum. This module also describes available options for documenting AT devices and services in the IEP.

Step 7: Implementation and Follow-up

- [AT Implementation Plan](#) – a document created by Gayl Bowser to identify responsibilities for AT training and implementation along with a schedule for implementation and agreed upon evidence of completion.
- [Hey! Can I Try That?](#) – A student workbook for choosing and using AT, this document highlights the importance of self-determination and encourages students to advocate for their own AT needs.
- [ATIM Module: AT Implementation](#) – this module focuses on planning for the use of AT devices and services the IEP team has determined to be needed for a student to benefit from a free, and appropriate education (FAPE).
- [QIAT Self-Evaluation Matrices](#) – these documents are designed to allow service providers and school districts to assess their current practices and plan for improvement. The [Implementation Matrix](#) looks at the implementation plan,

responsibilities for implementation, training, and strategy integration, along with evidence of data collection and maintenance of equipment.

[Request Assistance](#) – Do you have an AT or AEM question? Use our Request Assistance link to interact with our team.



The screenshot shows the OCALI website homepage. At the top left is the OCALI logo and the text "Assistive Technology & Accessible Educational Materials Center". At the top right are links for "Menu", "Help", and "Search". The main content area features a large blue banner with the heading "Accessibility is the Key to Unlocking Potential" and a paragraph: "At the Assistive Technology & Accessible Educational Materials (AT&AEM) Center, we are committed to ensuring access for all people with disabilities. The center promotes accessibility and personalization, creates and disseminates accessible materials and offers specialized training and technical assistance." To the right of the text are ten circular icons representing various accessibility needs: speech, writing, hearing, vision, zoom, wheelchair, eye, car, book, and home. Below the banner is a section titled "Explore Quick Links" with six buttons: "Upcoming Events", "Request Assistance" (highlighted with a red box), "Explore PD Options", "Federal Quota", "Lending Library", and "Stay in the Loop".

[Stay in the Loop!](#)

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