

Wisconsin Assistive Technology Initiative

Assistive Technology Planning Guide

PROBLEM IDENTIFICATION

Student's Abilities/Difficulties related to Tasks	Environmental Considerations	Tasks: What does the student need to be able to do?
Writing/Use of Hands: Communication: Reading Cognition: Mobility: Vision: Hearing: Behavior: Other:	e.g. classroom, playground, lunchroom, home; IBM compatible computer in room available for all children, voice output device available in classroom, etc.; students sit on floor for calendar, desks arranged in groups of four; chalkboard at end of long room	e.g. produce legible written material, produce audible speech, read text, complete math problems, participate in rec/leisure, move independently in the school environment. <div style="border: 1px solid black; padding: 5px; margin-top: 20px; width: fit-content;"> Task(s) identified for Solution Generation </div>

Solution - Generation	Solution - Selection	Implementation Plan
Brainstorming Only - no decision Resources: AT Checklist Technology Toolbox CTG Resource Directory Co-Net CD AAC Feature Match/Needs First your AT Consultant	Discuss & Select best ideas from brainstorming	AT services needed. AT trial: how long, when, person (s) responsible <div style="border: 1px solid black; padding: 5px; margin-top: 20px; width: fit-content;"> Follow-up Plan </div> Who & When - Set specific date now

Lynch & Reed (1997), Incorporation from SETT framework (Zabala, 1994)

Note: It is not intended that you write on this page. Each topic should be written where everyone can see them, i.e. on a flip chart, board or overhead projector - information should then be copied on paper for file or future reference.