Dynamic Assistive Technology Evaluation (DATE)
Collaborative Worksheet

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1. Identify and define areas of concern

2. Gather information related to concerns

3. Analyze information

4. Generate and prioritize potential solutions

5. Develop trial action plan

6. Conduct trials and collect data on effectiveness

7. Formulate recommendations

8. Document

Name:_____ DOB:_____/_____/_____Grade:_____

District:_____Campus:_____

Evaluation Team Members:_____

_____

Step 1: **Identify and define areas of concern:**
- What are the instructional/functional concerns?
- What is the main question that the evaluation seeks to answer?
- What is it that we want this student to do that he/she is unable to do at a level that reflects his/her skills and abilities?

Step 2: **Gather information:**
- Summarize relevant information from records, observations, interviews, and hands-on activities, etc. For more information, see annotated SETT Framework - Part 1 (Attachment 1). Enter information gathered in the SETT Framework form - Part I (Attachment 2).

Step 3: **Analyze information:**
- Use information gathered in Step 2 to analyze the problem and describe characteristics of potential AT to address areas of concern. Use the SETT Framework form - Part II (Attachment 3) to summarize data.

Step 4 **Generate and prioritize solutions:**
- Use analysis of information to generate and prioritize solutions that match identified characteristics. Prioritize solutions using the SETT Framework form – Part III (Attachment 4)

Step 5	**Develop trial action plan:**
	As you develop the trial action plan (Attachment 5), consider the following issues:
	• How will effectiveness be monitored?
	• What is the criteria for success?
	• Who will collect data, when, and how?

Step 6	**Conduct trials and collect data on effectiveness:**
	• Implement the plan
	• Summarize results

Step 7	**Formulate recommendations:**
	• Develop recommendations and justify recommendations with evaluation data

Step 8	**Document:**
	• Complete a report or provide recommendations to ARD committee according to district operating guidelines.

ANNOTATED SETT FRAMEWORK - PART I
Collaboratively Gathering and Analyzing Information from a Variety of Sources

Student: _____ **Date:** _____ **Perspective:** _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	**ENVIRONMENTS**	**TASKS**
INFORMATION RELATED SPECIFICALLY TO THE STUDENT, INCLUDING SPECIFIC AREAS OF CONCERN, SPECIAL NEEDS, CURRENT ACHIEVEMENT, INTERESTS, GOALS, ETC. ▪ Build shared knowledge about the student that can be used to identify need for tools, guide decisions about tools, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, or discussion	INFORMATION RELATED TO ANYONE WHO IS AROUND THE STUDENT OR ANYTHING THAT IS PROVIDED TO THE STUDENT. ▪ Build shared knowledge about the environments in which the student is, or can be, expected to learn and grow. This information can be used to identify need for environmental supports and training, and assist in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation or discussion	INFORMATION SPECIFICALLY RELATED TO THE DETAILS OF THE TASKS THAT ARE CRRENTLY REQUIRED OF THE STUDENT OR WILL BE REQUIRED IN THE NEAR FUTURE. ▪ Build shared knowledge about the tasks that the student needs to do or learn to do that are currently difficult or impossible for the student to do at the expected level of independence. ▪ This information can be used to identifying the type of tools needed, but will also play a critical role in planning implementation and evaluation of effectiveness. ▪ Determine what still needs to be known and how it can be found out. ▪ Add additional information as it becomes available through evaluation, implementation, discussion.

- CIRCLE FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

THE SETT FRAMEWORK - PART I
Collaboratively Gathering and Analyzing Information from a Variety of Sources

Student: _____ **Date:** _____ **Perspective:** _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	**ENVIRONMENTS**	**TASKS**

- CIRCLE FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

THE SETT FRAMEWORK - PART II

Develop Descriptors of an Assistive Technology Tool System that Addresses Needs and Identify Possible Tools

STUDENT: _____   AREA OF ESTABLISHED NEED (See SETT:Part I): _____

STEP 1: Enter descriptors or functions needed by the student across the shaded top row - 1 descriptor per column
STEP 2: Enter promising tools in the shaded left column - 1 tool per row
STEP 3: For each tool, mark the descriptors and functions that it matches
USE ADDITIONAL SHEETS IF NECESSARY

THE SETT FRAMEWORK - PART III
Establishing Availability and Training Needs for Promising Tools

SHORT LIST OF TOOLS	TOOL AVAILABILITY			SERVICES (training, planning, coordination, etc) REQUIRED FOR EFFECTIVE USE		
JUSTIFY CHOICES WITH SETT DATA AND DESCRIPTOR MATCH	S	P	A	STUDENT	STAFF	FAMILY

KEY: S= Systemically available tools - Available to ALL students served by this system
         P= Programmatically available through special education services or other services for which identified student is qualified
         A= Additional tools that need to be acquired for this student.

Assistive Technology
Trial Action Plan

Student_____Members_____

Campus _____Date _____

Concern:

Concern:

Action	Person Responsible	Timelines	Resources	Monitor/Evaluate

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Assistive Technology Trial Action Plan (cont.)

Action	Person Responsible	Timelines	Resources	Monitor/Evaluate