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Virginia Assistive Technology, Tools, and Strategies (VATTS): Consideration Guide

Student's Name:

Date Completed:

Grade:

Age:

School:

Participants:

Guidance for the consideration and assessment of assistive technology (AT) can be found in the [Virginia Assistive Technology, Tools, and Strategies: Consideration and Assessment Guidance Document](#). General instructions and definitions that accompany this document are located in the [VATTS: Consideration Guide Instructions and Definitions document](#).

Part I

Check all area(s) below where the student has Individualized Education Program (IEP) goals that may benefit from the use of AT, tools, strategies, and/or area(s) where the student is making insufficient progress.

- Communication
- Auditory Processing
- Reading
- Mechanics of Handwriting
- Written Composition
- Spelling
- Math
- Executive Functioning: Study Skills, Organization Skills, Self-Regulation and Attention, and Task Completion
- Behavior
- Sensory: Vision and/or Hearing
- Recreation, Leisure, and Adaptive Play
- Technology Access
- Environmental Controls

Part II

Summarize data for the area(s) identified in Part I using the Student, Environment, Tasks, and Tools (SETT) Framework.

Teams are encouraged, but not required, to use the SETT Framework to strengthen conversations before making decisions about AT. The SETT Framework considers the student in the environments where the tasks occur in order to consider tools that may be necessary to access their education.

Area(s) Identified in Part I	Student: Describe the student's strengths and needs related to the area(s) of concern	Environments: Describe the environments (home, school, community) and environmental factors, including accommodations, tools, and strategies.	Tasks: Describe the area(s) of concern, including the specific tasks, activities, and assignments the student needs to complete.	Tools: VATTS: Resource Guide Describe features and/or characteristics of potential tools needed to address the challenges. Include tools to try.

Part III

For each area of need identified in Part I, use the analyzed data gathered in Part II to identify the next steps in Part III. More than one decision may be considered and applied for each area of concern.

Summary of Consideration	Area:	Area:	Area:
Existing AT, Tools, and Strategies are appropriate. It is anticipated that progress can be made using existing technology and/or assistive technology available to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate AT, Tools, and Strategies are identified and require AT services (customizing, coordinating, training, coaching) to support the student, staff, and/or family. This may include newly identified AT.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trials are needed to identify AT, Tools, and Strategies. It is anticipated that appropriate progress cannot be made without the support of assistive technologies, tools, and strategies. Trials are needed to ensure suggested AT, tools, and strategies will meet the needs of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional information is needed. Further investigation/assessment is necessary to determine if or what AT devices and/or services may be required. Follow division assessment procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Details and Timeline

For each area of need, use the table below to identify a plan for implementation of the AT, tools, and strategies considered by the team. This includes a detailed plan for the trial of specific assistive technology, educational/instructional tools or materials, instructional strategies, or AT assessment. The team should identify any tasks associated with accessing or trying out the materials, individuals responsible for providing devices/services, data collection, reporting, and implementation dates.

List AT, Tools, and/or Strategies to Try	Implementation Task(s)/Plan	Responsible Parties	Implementation Dates

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Date the team will meet to review results of trials and/or AT assessment

Identify when the team will reconvene and discuss the results of the trials and/or AT assessment. When the team reconvenes, record the results of the trials and/or assessment, including any next steps for implementation and inclusion within the IEP, as needed.

Date	IEP Team Signatures

All assistive technology (devices and services) should be documented in the IEP.

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