

The information on this page is intended to assist in the planning, implementation and evaluation of the device you are trialling. Below are some questions that you may want to consider and resolve prior to the trial commencing.

- How will the student's strengths, skills and learning style(s) be engaged to meet goals that are set?
- What special strategies / accommodations will be put in place to allow device to be used successfully?
- What kind of supervision / support / assistance will the student require in order to use the device in a functional manner (in relationship to the indicators you use below).

**This Trial and Evaluation of AT form (ITS 003) must be used if you are planning to request assistive technology equipment from SERU on long term loan and should accompany the Request for Long Term Loan AT Provision (ITS 002).**

The equipment may be:

- borrowed for trial and evaluation from SERU general resources loans
- the school's equipment (utilising trial versions of software downloaded eg Read and Write Gold and Clicker 6).
- on loan from another organisation

**The SETT Framework** is a resource for assistive technology assessment ([www.joyzabala.com](http://www.joyzabala.com)) and provides a tool for organisation of the information gathered and questions to lead the decision-making process. The following questions will provide information about

- the **student** (*abilities/barriers*)
- the **environment** in which the student spends his time,
- the **tasks** that are required for the student to be an active participant in the teaching/learning processes
- the **tools** required.

A collaborative team process is essential in compiling this request information. This may include allied health professionals and families.

### **Pre-trial / Goal setting information**

The information on the following page is intended to assist with the goal setting **prior** to the device arriving at the school for trial.

Student Name

School

Assistive Technology Trialled (hardware and software)

Please copy and paste this pre-trial table when setting multiple goals for student.

**Pre-trial / Goal setting information** Goals need to be SMART – Specific, Measurable, Achievable, Realistic, Time framed

Student Name

**GOAL:** Describe the goal you are setting for the student trialling the assistive technology (AT). Which skills will be targeted? What will the AT be used for?

What accommodations / supports currently exist for these goals?

Level of students skills (re: above goal) prior to receiving device:

**Goal:** Indicators of success / effectiveness.

What indicators will you use to judge success? (Select items which apply to goal if applicable)

Increase quality of written work

Increase participation in classroom activities

Increase quantity of written work

Increased independence in the school setting

Increased accuracy rate of written work

Increased organisational abilities

Increased ability to process information and use this information to formulate responses

Increased ability to persist at a task

Other indicators:

## Post-trial Evaluation of Assistive Technology and Goals

Length of trial

start date

end date

How frequently was the technology used?

Occasionally (1-2 times per week)

On a daily basis (up to one hour per day)

Frequently (3-5 times per week)

Almost continuously (3-5 hours per day)

Student's level of interest when using the recommended technology

Start of Trial

End of Trial

High

High

Medium

Medium

Low

Low

How has the assistive technology trialled assisted the student in achieving goals set? *Please refer to goals set above.*

What skills and/or tasks that the AT has assisted the student to attempt / complete more easily, successfully or independently. *(see indicators of success / effectiveness from previous page)*

Comment on the student's ability to use the AT:

*in a range of settings eg classroom, library, science lab etc and the appropriateness (social or otherwise) of the device in these settings.*

*independently (including logging in, switching on, charging, navigation within software)*

How has this AT improved educational outcomes compared to previously tried equipment / strategies / accommodations for this student?

Identify and list any barriers that may have prevented the student's participation / success with the technology including physical *limitations (size, weight, portability etc)*, *technical issues, support / skills problems or other difficulties associated with the device.*

Please list further strategies / accommodations or modifications that may be used to encourage future success of the technology for the student.

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Name

Signature

Role

Date