

## Student, Environment, and Tasks Worksheet

### Assistive Technology Planning Process

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Student Name ..... Grade ..... Date .....

**Directions:** Complete information about the student, environment, and the tasks prior to the IEP meeting to develop information about assistive technology status and potential needs. This worksheet should be completed by members of the team who are familiar with the student. Please bring the completed *Student, Environment, and Tasks Worksheet* to the planning meeting.

#### I. Student

1. What does the student need to do, but is currently unable to do?
2. What are the student's strengths, abilities, accomplishments, and/or motivators? Any "success stories" you would like to share?
3. What are the student's unique needs?
4. What strategies or accommodations have you used successfully for this student?
5. What are the student's long-range or transition goals?
6. What behaviors (both positive and negative) significantly impact the student's performance?
7. What strengths, learning style, coping strategies or interests should be considered by the team?

8. What other issues should be discussed at the team meeting?

**II. Environment**

What environments are typical for the student to complete IEP related tasks? Select up to three environments where strategies, assistive technology products, or adaptations are necessary.

1. ....
2. ....
3. ....

Complete questions in the table below for each environment. Use additional sheets if necessary.

	Environment 1	Environment 2	Environment 3
1. What materials are currently available to the student?			
2. What is the physical arrangement?			
3. What is the instructional arrangement?			
4. What supports are currently available in this environment?			
5. What resources are available to the team to support the student?			

**III. Tasks**

Use the table below to identify critical tasks. Use additional sheets if needed for more than three tasks.

	Task 1	Task 2	Task 3
1. What are the naturally occurring activities (tasks) that take place in the environment that are critical to the student?			

2. What are other ways of completing the tasks?			
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Notes: