

THE SETT FRAMEWORK - PART I

Modified by Montgomery County, MD Public Schools Assistive Technology Team

Collaborative Consideration of Student Need for Assistive Technology Devices and Services

Student: _____ Date: _____ Staff: _____

	STUDENT: What are the student's strengths and needs?	ENVIRONMENT: Classes and situations where help is needed?	TASKS: What are the tasks that the student needs to be able to accomplish to meet IEP goals?	TOOLS: What AT or services will address these tasks?
What we know				
What we need to know				

Directions for this page: In the area of Student address: What is the functional area(s) of concern? Special needs, Current abilities;
 In the area of Environment address: Arrangement, Support. Materials and Equipment, Access Issues, Attitudes and Expectations;
 In the area of Tasks address: What specific tasks are required for active involvement in identified environments?
 Circle areas which present barriers to student progress

THE PARTICIPATION MODEL

From the work of David Buekleman & Pat Mirenda

Directions for this page: complete the participation plan for each content/activity area throughout a student's schedule. (1) list content area; (2) circle current level of participation in each content area; (3) discuss as a group, priorities for each content area and in each participation area; acknowledge that we all desire for all 4 participation areas to improve, however, finding a focus is important for student progress and planning for resources including people, peer buddies and technology; (4) come to compromise on each item, putting a star next to the first priority; if needed, you can write a 2nd, 3rd and 4th next to the other areas in order of priority. (print as many of these forms as needed)

Student: _____ **Date of Meeting:** _____ **Staff Present:** _____

Content Area:	Academic Participation Level	Regular Education Participation	Social Participation Level	Independence with Technology Level
	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Full <input type="checkbox"/> Selective <input type="checkbox"/> None	<input type="checkbox"/> Competitive <input type="checkbox"/> Active <input type="checkbox"/> Involved <input type="checkbox"/> None	<input type="checkbox"/> Complete <input type="checkbox"/> With Set Up <input type="checkbox"/> Assisted

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THE SETT FRAMEWORK - PART II - A
Identifying Features of Assistive Technology Tool System and
Brainstorming Tools that May Address Identified Student Needs

Student: _____ Area of established need (See SETT:Part I): _____

Enter one description of important function in each column >									
Enter one possible tool in each row V									

Directions for this page: List each tool. As the trials progress, rate each item as to the level to which each descriptor is evident. (0=none, 10=high level)

DATA COLLECTION DURING TRIAL/LOANERS

Addition to SETT Framework forms (Fonner)

Activity/Task for Data Collection: _____ How often will this data be collected? _____

Data points developed by: _____

DATE	TOOL	DATA COLLECTION							
		Rating Scale	Rating Scale	Count	Count	Did _____		Did _____	
		1-5	1-5	#	#	YES	NO	YES	NO

Directions for this page: Determine the task in which all trial tools will be used. What are the measureables and/or countable occurrences within the task? What are the types of ratings of the student's performance with the trial tools? Remember to return to SETT Framework Part II to rate the devices upon the predetermined features.

ROLES & RESPONSIBILITIES MATRIX

From the work of Gary Cumley (in the book by Buekleman & Mirenda)

The purpose of this matrix is to identify all of the items of responsibility around a student who needs assistance with communication. These responsibilities should be distributed throughout the team. Team members should speak for themselves, not be assigned by others. No one person should hold all Assignments and no one should have no assignments or back-ups.

RESPONSIBILITIES	ROLES								
	Student	Parent	Teacher	SLP	OT	PT	AT staff	Administrator	Other:
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									

Directions to this page:

- (1) In the left column, make a list of the items that need to be done for this student.
- (2) Across the top, make a list of the team members including the student.
- (3) For each item, agree upon a team member who is (A) Assigned Responsibility and one who is (B) Back-up Responsibility.

PLANNING FOR A.T. IN SCHOOL TASKS (2 pages)

Addition to SETT Framework forms (Fonner)

Directions: For each content area, make a list of the type of academic and social class activities that occur during that class time. Content Area activities are things such as listening to the teacher lecture, completing a worksheet, writing a journal, homework, etc. For each activity, list the instructional grouping since this may have an impact on the type of technology that can be utilized. Next, list the instructional and/or assistive tool(s) to be used.

Content Area _____	Grouping				Accommodations & Adaptations	Technology Tool to Use
Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	One on One	(Time, Quantity, Personal Assistance)	(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)

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Activity (examples: teacher lecture, worksheet, reading, writing, manipulatives, etc.)	Large Group	Small Group	Pair	One on One	(Time, Quantity, Personal Assistance)	(examples: word processor, text reader, calculator, page turner, electronic outliner, AAC, white board, visual schedule, switch, etc.)

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