

<p style="text-align: center;"><b>Remember</b></p> <ul style="list-style-type: none"> <li>• SETT Framework will be useful during all phases of AT service delivery</li> <li>• Revisit SETT periodically to see if the information and implementation is accurate, up to date and clearly reflects the share knowledge of all involved.</li> </ul> <p>Joy Zabala March 2002</p>	<h1>SETT</h1> <h2>Consideration Framework for AT Devices and Services</h2>	<p><b>S Student</b></p> <ul style="list-style-type: none"> <li>• What is the functional area(s) of concern? What does the student need to be to do that is difficult to do independently?</li> <li>• Special needs related to area of concern</li> <li>• Current abilities related to area of concern</li> </ul>	<p><b>E Environment</b></p> <ul style="list-style-type: none"> <li>• Arrangement both instructional and physical</li> <li>• Support for the student and the staff</li> <li>• Materials commonly used by others in the environment</li> <li>• Access issues, technological, physical and instructional</li> <li>• Attitude and expectations of staff, family and others</li> </ul>
<p style="text-align: center;"><b>Elements</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> <li>• Multiple Perspectives</li> <li>• Pertinent Information</li> <li>• Shared Knowledge</li> <li>• Flexibility</li> <li>• On-Going Processes</li> </ul>	<p style="text-align: center;"><b>Tools cont'd</b></p> <ul style="list-style-type: none"> <li>• If yes, describe what a useful system of AT devices/services would be like</li> <li>• Brainstorm Tools that could be included to address student needs</li> <li>• Select the most promising for trial(s)</li> <li>• Plan specifics of trial</li> <li>• Collect data on effectiveness</li> </ul>	<p style="text-align: center;"><b>T Tools</b></p> <ul style="list-style-type: none"> <li>• This includes devices, services, and strategies... everything that is need to help the student succeed</li> <li>• Is it expected that the student will not be able to make reasonable progress toward educational goals without AT devices and services?</li> </ul>	<p style="text-align: center;"><b>T Task</b></p> <ul style="list-style-type: none"> <li>• What SPECIFIC tasks occur in the student's natural environments than enable progress toward mastering IEP goals and objectives</li> <li>• What SPECIFIC tasks are required for active involvement in the identified environments related to communication, instruction, participation, productivity</li> </ul>