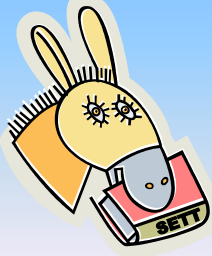


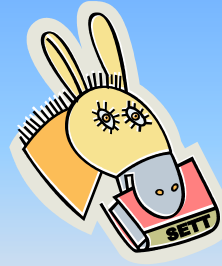
The SETT Framework: Straight from the Horse's Mouth



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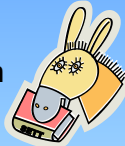
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PDF of presentation available for download
at <http://www.joyzabala.com>

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Big Ideas in this Session



- The SETT Framework: Myths and Realities
- The SETT Framework and Assistive Technology Decision-making
- The SETT Framework and Universal Design for Learning (UDL)
- The SETT Framework and Accessible Instructional Materials

3

The SETT Framework



- **S**tudent
- **E**nvironments
- **T**asks
- **T**ools

4

The Vision

Students with diverse abilities, needs, and experiences in various educational environments use a plethora of tools: 1) to accomplish tasks that lead to educational achievement and, 2) as a means to demonstrate achievement!



5



MYTH 1

SETT is an school-based assistive
technology assessment protocol.

6



REALITY

The SETT Framework

...a flexible tool that makes concerns-identification and solution-seeking processes accessible to all and is useful in all phases decision-making and service delivery

7

The Student / Self



- The person who is the central focus of the process.
- The person for whom everyone involved in any part of the program is an advocate.

8

Environments



The customary environments in which the person is (or can be) expected to live, learn and grow



9

Tasks



The specific things that the person needs or wants to be able to do to reach expectations

10

The Tools

- Everything that is needed by the person and others for the person to accomplish the tasks in the places where they need to be done so that progress is achieved



11

MYTH 2

It is important that the SETT Framework be explored in order...first student, then environments, then tasks and finally, tools.



12

REALITY

It is almost impossible to talk about one without mentioning the others.



13

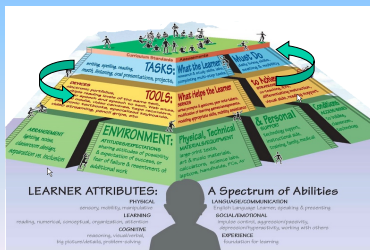
The SETT Framework



- Student
- Environments
- Tasks
- Tools

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Decision-Making Sequence
Develop shared understanding of the Student, learning Environments, and expected Tasks BEFORE Tools are considered or selected



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MYTH 3

The SETT Framework is primarily for selecting AT devices



16

REALITY



The goal of the SETT Framework is to help collaborative teams create

- Student-centered, (Self)
- Environmentally-useful, and
- Tasks-focused
- Tool systems

that foster participation and achievement

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MYTH 4

SETT is a process.



18

REALITY

The SETT Framework requires a process, but does not dictate a particular process



19

8-Step Decision-Making Process

1. Identify areas of concern
2. Gather information on aspects related to concerns
3. Analyze information
4. Generate prioritize and potential solutions

20

8-Step Decision-Making Process

5. Develop a plan
6. Work the plan and collect data on effectiveness
7. Revise the plan as indicated by data
8. Document

21

MYTH 4

It takes a lot of time to use the SETT Framework.



22

REALITY

It only takes as long as it needs to take to understand and address the needs of the student



23

REALITY

If the student's needs are complex it may take a good bit of time. If not, it could be only moments.



24

MYTH 5



It is possible to complete a SETT Framework.

25



REALITY

The SETT Framework supports continuing effort.

“Assessment and intervention form a continuous, dynamic process”

Guiding Principles
Arkansas Tech Act Project

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The SETT Framework as a Place to Start

- What do I know, from my perspective?
- What do WE know, collectively?
- What do we still need to know and how can we find out?
- What outcomes do we expect?
- What system of supports and services (if any) is needed for this student to progress?

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Revisiting the SETT Framework? When? Why? By Whom?

“Give me six good reasons!”

Edna M. Smiley
“My Mom”

28



Six Good Reasons to Revisit the SETT Framework

1. What was “known” may have changed.
2. New people may be involved.
3. New questions and/or information may have emerged
4. More specifics may be available.
5. Implementation plans need to be student-centered AND environmentally “friendly”
6. “Other-imposed” plans are rarely successful

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Remember Two Things!

A SETT Framework is ON-GOING !

Re-SETting is not starting over...

It is a matter of keeping decision-guiding information accurate, up to date, and clearly inclusive of the shared knowledge of all involved !

Implementation Tip: Save As!

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The SETT Framework and Assistive Technology



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Assistive Technology

- Includes a broad range of possible devices and services
- Enhances capabilities and the lowers barriers to achievement
- Is related to function, rather than to a specific disability category
- May be applicable to all disability groups and in all phases of education, rehabilitation, and life
- Must be person-centered, task-focused and environmentally useful to be effective

32

Student (Self)



- What is the functional area(s) of concern?
What does the student need to be able to do that is difficult or impossible to do independently at this time?
- Special needs (related to area of concern)
- Strengths and abilities (related to area of concern)
- Present levels of achievement
- Expectations (student's)
- Evaluation information

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Environments

Conditions within customary environments

- Supports
- Barriers
- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environments)
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, other)



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Tasks

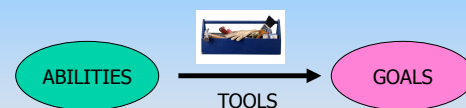


- The specific things that the student needs to be able to do to reach expectations and make progress
- The functional things that are a part of being actively involved in learning environments
 - Communication
 - Instruction
 - Participation
 - Productivity
 - Environmental Control

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Tools

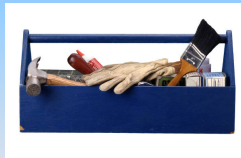
Whatever is needed by the **student** and **others** for the student to do the tasks in the environments in order to meet expectations



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Tools for the Student /Self

- Whatever is needed to enable the **student** to do (or learn to do) the tasks that lead to high levels of participation and achievement
- Accommodations
- Modifications
- Technology
- Diversified support or instructional strategies
- Accessible Materials
- Supports and Services
- Training
- Documentation
- Etc.



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Tools for Others

- Whatever is needed by **others** for the person to do the tasks in the environments in order to meet expectations
- Support for Family and Staff
- Training and support on:
 - Decision-making
 - Diversified strategies
 - Accommodations and Modifications
 - Device integration and operation
 - Environmental management
 - Service delivery
 - Etc.

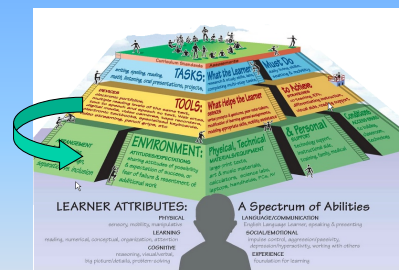


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The SETT Framework and Universal Design for Learning



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UDL looks to make the learning environment as flexible and accommodating as possible.

40

Universal Design for Learning

- Is a framework for ensuring access, participation and progress in the general education curriculum
- Assumes and plans for diverse student strengths and needs
- Places emphasis on using digital technology and other strategies and materials to support diverse learners
- Is not limited to high tech environments

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Purpose of UDL

UDL selects and uses goals, methods, assessment and materials in a way that minimizes barriers and maximizes flexibility so that curricula fully support every student's access, participation, and progress in essential facets of learning.

42

Three Principles of UDL

- **Multiple means of representation:**
 - Provides learners with various ways of acquiring information and knowledge
- **Multiple means of expression:**
 - Provides learners with alternatives for demonstrating what they know
- **Multiple means of engagement:**
 - Taps into learners' interests, challenges them appropriately, and motivates them to learn

43

Four Curricular Pillars of UDL



44

Think about the SETT Framework Connection



45



Using the SETT Framework to Create UDL Environments

The SETT Framework : Student, Environment, Tasks, & Tools

The Students

- Who are the students? What diverse strengths and challenges do they bring to learning?

The Environments

- In which environments will they learn and grow?

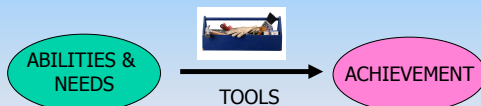
The Tasks

- The specific tasks will the students need to be able to do or learn to do to reach expectations and make educational progress

46

Tools

- What needs to be added or changed to transform the environments into places where every student is engaged and actively participative in activities that lead to educational achievement?



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The SETT Framework and Accessible Instructional Materials



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Why Provide AIM? The US Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require state and local education agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172, Final Regulations of IDEA 2004

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XML files that are developed to the National Instructional Materials Accessibility Standard (NIMAS) can be readily transformed into student-ready specialized formats.

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Why Provide AIM? *The Pedagogical Connection*

If all students are:

- expected to participate and progress in the general education curriculum
- are held accountable for high achievement they need access to the information contained in the print-based instructional materials in formats from which they can gain meaning.

Good Common Sense

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Specialized Formats

- Braille (Some states include other Braille-related formats in this definition)
- Audio
- Digital text
- Large print

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Think about the SETT Framework Connection



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Key Questions: Establishment of Need

- What print instructional materials are being used in this student's classes?
- Can this student use those materials effectively to receive a free, appropriate, public education?

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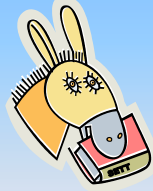


Key Questions: Specialized Formats

- Can this **STUDENT** use those materials? Are specialized formats needed?
- What printed textbooks and related core materials are used in the students **ENVIRONMENTS (core classes)**?
- For which **TASKS** will the student require materials in which specialize format?
- What **TOOLS** will the student and others need?
*Formats? Teaching? Technology? Training?
Accommodations? Modifications?*

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Critical Elements in Summary



- Shared Knowledge
- Collaboration
- Multiple Perspectives
- Communication
- Pertinent information
- Flexibility
- On-going Processes

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Questions?

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