

The SETT Framework

Student: _____

Date: _____

	Student	Environment	Task	Tools
What we know	<p>General Information</p> <ul style="list-style-type: none"> Stimulates by rocking or perseverating on certain speech sounds 	<p>Physical Environment</p> <ul style="list-style-type: none"> Lesson will take place in the resource room Four other group-work tables are arranged around the room Teacher desk in the corner of the room Wall of cabinets on one side of the classroom with a wall of windows on the parallel side of the classroom <p>Instructional Environment</p> <ul style="list-style-type: none"> Students will sit at a crescent shaped table during the lesson Six students in the small group Classroom has an interactive white board Each student has an individual device Wiggle seats are available to students 	<p>Expectations</p> <ul style="list-style-type: none"> Listen and comprehend book as it's read aloud Share responses to questions Communicate idea and responses to questions Stay seated during read aloud Identify setting and characters from the story Identify main components of the plot of the story Record responses 	<p>Low Tech</p> <ul style="list-style-type: none"> Pinch cards Sign language queues Fidgets Wiggle seat Sentence starters (The characters are...) Visual schedule of the sequence of the lesson Boardmaker symbols to accompany written directions Verbal and tangible reinforcements throughout the lesson <p>High Tech</p> <ul style="list-style-type: none"> Communication device Eye gaze software Word processor Word predictor Assistive Express App (communicates thoughts and ideas to teacher and peers)
	<p>Strengths</p> <ul style="list-style-type: none"> Appreciates routines Does well with visual supports Responds positively to reinforcements Works well independently <p>Needs</p> <ul style="list-style-type: none"> No productive speech Deficits in speech and language Trouble with social skills Difficulty with academic content, but especially with activities that involve language skills Easily frustrated when given verbal directions 			

		<ul style="list-style-type: none">• Schedule provided on board and at each student spot at the table <p>Access Issues</p> <ul style="list-style-type: none">• Difficulty communicating with teacher and peers• Difficulty communicating thoughts, ideas, and questions during learning• Difficulty communicating responses to academic work		
--	--	---	--	--

Developed by Joy Zabala