

The SETT Framework

<http://www.wati.org/?pageLoad=content/supports/free/index.php>

Student: Lily Pad

Date: November 29, 2016

Student	Environment	Task	Tools
<p>Interests</p> <ul style="list-style-type: none"> ● Can talk in depth about areas of interest ● Enjoys coloring, watching movies, and reading ● Has a younger brother ● Not interested in many age appropriate activities <p>Strengths</p> <ul style="list-style-type: none"> ● Can read grade level text fluently ● Comprehends what she is reading 	<p>Physical Environment</p> <ul style="list-style-type: none"> ● The classroom 5 table groups ● Teacher desk is in the corner of the room ● Centers are arranged around the classroom for students to work collaboratively <p>Instructional Environment</p> <ul style="list-style-type: none"> ● First grade general education classroom ● 20 students are in her class ● She sits at a table with four other students 	<p>Expectations</p> <ul style="list-style-type: none"> ● Participate in group work at her table ● Write and draw responses ● Participate in whole-group class discussions ● Partner work ● Staying seated during group work ● Raise hand to share thoughts ● Participate in cooperative play 	<p>Low Tech</p> <ul style="list-style-type: none"> ● Incorporate sign language (agree or disagree) ● Boardmaker symbols ● Sentence strips (I feel... I want...) ● Fidgets ● Graphic organizer ● Social story ● Pinch cards ● Social groups <p>High Tech</p> <ul style="list-style-type: none"> ● Communication device ● Text to speech software ● Word processor

<ul style="list-style-type: none"> • Can decode grade level words • She independently demonstrates appropriate self help skills (getting dressed, brushing teeth, bathroom, etc.) <p>Needs</p> <ul style="list-style-type: none"> • Hard time connecting to peers • Struggles to communicate her thoughts, wants, and needs with peers and teachers • Displays aggressive behaviors when she is frustrated • Struggles to process her thoughts into written form • Difficulty with writing and encoding 	<p>Access Issues</p> <ul style="list-style-type: none"> • Communicating responses to academic work • Communicating with the peers at her table group • Communicating with her classroom teacher 		<ul style="list-style-type: none"> • Word predictor <p>Low Tech</p> <ul style="list-style-type: none"> • Picture cards • Sign language • First then charts • Codes to use with teacher to communicate needs • Boardmaker symbols • Specialized pencil grips • Graphic organizers • Chewlry <p>High Tech</p> <ul style="list-style-type: none"> • Spell check • Computers with voice software to communicate ideas rather than writing • Assistive Express App - communicates
--	--	--	--

			<p>thoughts and ideas to peers, teacher, and family</p> <ul style="list-style-type: none">● G-Rocket - social communication (students work collaboratively)● Animoto - students can make video based presentation to share
--	--	--	---