

# The SETT Framework

## For Considering Assistive Technology

Based on the Work of Joy Zabala

The SETT framework facilitates a systematic process for analyzing student strengths and needs in the context of the educational expectations that must be met. SETT refers to consideration of the Student, Environments, Tasks, and Tools involved in ensuring successful performance. As a team knowledgeable about the student (and including the student, when appropriate), complete the Student, Environments, and Tasks portion of SETT:

<p><b>S</b></p> <p><b>Student</b></p> <p>(Describe the student in detail)</p>	<ol style="list-style-type: none"> <li>1. What does the student need to do?</li> <li>2. What are the student's special needs and areas of difficulty?</li> <li>3. What are the student's current abilities, skills and strengths?</li> <li>4. What does the relevant case history tell you?</li> <li>5. What is the present level of functioning (communication, reading/cognition, mobility, vision, hearing, behavior, and other)?</li> </ol>
<p><b>E</b></p> <p><b>Environment</b></p> <p>(Describe all environments in which the student participates)</p>	<ol style="list-style-type: none"> <li>1. What are the environments in which the student participates?</li> <li>2. What materials and equipment are currently available in the environment?</li> <li>3. What is the physical arrangement? Are there special concerns?</li> <li>4. What is the instructional agreement? Are there likely to be changes? What supports are available to the student?</li> <li>5. What resources are available to the people supporting the student?</li> </ol>
<p><b>T</b></p> <p><b>Tasks</b></p> <p>(Specifically document the intended tasks in each environment)</p>	<ol style="list-style-type: none"> <li>1. What activities are naturally occurring?</li> <li>2. What is the expected activity for peers?</li> <li>3. What is the expected activity for the student?</li> <li>4. To what extent is the student accessing the general education curriculum?</li> <li>5. What are the critical elements of performance expected of the student?</li> </ol>
<p><b>T</b></p> <p><b>Tools</b></p> <p>(This section is completed during the AT assessment process.)</p>	<ol style="list-style-type: none"> <li>1. What tools is the student already using independently or with minimal support?</li> <li>2. What tools should be considered to address the priority area(s)?</li> <li>3. What tools can be used to provide access to the general education curriculum?</li> </ol>