

The SETT FRAMEWORK

From online

http://www2.edc.org/ncip/workshops/sett/SETT_chart.html

A Collaborative Planning and Decision-Making Tool

As of 11/25/96-new additions are bolded

(Follow heading links to go to Conferences)

<u>Student</u>	<u>Environments</u>	<u>Tasks</u>	<u>Tools</u>
Josh: young teen 13 yr old diagnosed with hypotonia does not have speech problems orthopedically impaired has limited fine motor abilities fatigues easily fatigues easily when producing written work teacher: unable to write legibly even for short	Josh's Environments: receives OT for half an hour OT: upper extremity stengthening, fine motor, endurance for hand work OT involves practicing on manual typewriter multilevel school two story building; two classroom on 2d floor school has wings and stairs distance between classes computers in English, Science, and Computer	Tasks for Josh: involved in several school projects heavy case load heavy writing kept busy works in a cooperative group for some projects parent: note-taking in class, note-taking in Library, tests and quizzes, book reports, record homework assignments, write notes to friends class work: written work, reading texts and novels, access computers, work	Tools for Josh: computer with 32M RAM systems should be portable alternate input-voice and/or Morse code AlphaSmart Keyboard AlphaSmart works with both MAC and IBM plus of keyboards is no computer games laptop computer peer scribe tape recorder

periods of time	classes	in a cooperative study group	allow him to have copies of his teacher's notes/outline or copies of another student's notes
superior cognitive abilities	two computers in English class	Questions about Tasks	shared notes
average to above average range of intelligence	materials used in school are those to produce written assignments, and computers	Answers to our questions:	provide partial notes in outline or semantic format for Josh to fill in (rather than providing complete notes)
understands scope of work presented to him	attitudes appear to be ones of acceptance, appreciation and expectations to complete assignments	Josh is required (as all students in his class) to take notes. Currently equal to peers but likely will become a problem. takes notes by hand.	Use macros or word abbreviation
test scores indicate he is quite bright	appears to be surrounded by positive attitudes	Parents: do not want too many modifications, especially shortening assignments. Teachers and Parents do not want Josh to learn that expectations of him are lower than for other students with his ability.	rotate notetaking
placed in challenging classes	emphasis on written output as measure of success	Cooperative groups report in any fashion they choose. Josh usually has little writing do to in group work.	give Josh ideas for developing a kind of short hand
3 hours of homework to complete assignments	some classes require individual work, others cooperative learning	Josh has same chores at home that other kids his age might have.	NCR paper
concerned about finishing work	school support systems include peers, instructions, therapist, computers, manual typewriter		extension cords for the tape recorder and computer
maintains heavy class load	home support system is computer		locate Josh in a convenient spot to use tape recorder or computer.
completes assignments on computer at home	school furnishes Josh with 2 sets of books and lockers near every class		give Josh access to printer at school
works at home to keep up with classmates	Questions about the Environment		rather than a Josh-only system, look at class-wide adaptations
needs to be able to write at length without fatigue	Based on interview with Josh, Parents and		build a network of individuals that would be knowledgeable about his equipment and low-tech strategies
needs to convey his thoughts on particular assignments into some form of communication understandable to others in his educational environment			
Questions about Josh			
Based on interview with			

<p>Josh , we now know:</p> <p><u>Josh is not concerned about there being too much work; likes his classes</u></p> <p><u>Josh has not been part of discussions about placement; (unaware change is being considered)</u></p> <p><u>Josh does not like therapy</u></p> <p><u>Prefers to work at home because often does homework with friends (also play computer games)</u></p> <p><u>Feels he does a lot of homework, but doesn't mind too much.</u></p> <p><u>Would like to have more time for games and 'stuff.'</u></p> <p><u>Would be willing to use a computer in class</u></p> <p><u>Teachers report Josh does well in all subjects at school.</u></p> <p><u>Has friends. Participates in athletics. Enjoys visiting his grandparents.</u></p> <p><u>Teachers report: Josh has no problem working in cooperative groups. He is on a par with classmates in all except written</u></p>	<p>Teachers, we now know:</p> <p><u>Josh does not have study hall in his schedule.</u></p> <p><u>Teachers: think study hall would be helpful; Parents and Josh: Prefer to work at home.</u></p> <p><u>Teachers defer to OT recommendation for therapy on manual typewriter, but are unsure of value.</u></p> <p><u>Parents: expect Josh to meet all classroom expectations.</u></p> <p><u>Josh and Parents do not want assignments shortened.</u></p> <p><u>OT (and Josh agrees) that he would be embarassed to do therapy in front of peers.</u></p> <p><u>Josh has been using computer in lab all through elementary sch; in 8th grade all student take computer literacy.</u></p> <p><u>Computers in school are networked Macs with system 7.5 and Word 6.0. Computer at home is Compac with Windows 95 and Word 6.0.</u></p> <p><u>Classes are designed to include written work or group work and sometimes oral</u></p>		<p><u>try different equipment on trial basis</u></p> <p><u>consult with an ATA Center</u></p> <p><u>modifications that are affordable and of value to the school system</u></p> <p><u>improved services (training and support)</u></p> <p><u>a functioning team that includes Josh, a friend, family, teacher, OT, LEA and school counselor</u></p> <p><u>use a consultative model to determine how to meet Josh's needs</u></p> <p><u>in selecting alternative access system, talk to client, consider cost, limited access to system in "real" world</u></p> <p><u>support Josh's wishes</u></p> <p><u>parents and teachers and Josh could develop a contract to increase his time spent on-task</u></p>
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<p><u>work.</u></p> <p><u>mobility is not an issue except for fatigue; cannot carry heavy items</u></p> <p><u>work on computer is far superior to work done by hand</u></p> <p><u>can keyboard for long spell without fatigue</u></p> <p><u>teacher, parents and Josh: Josh often spends time off task even when NOT fatigued</u></p>	<p><u>discussion.</u></p> <p><u>Josh works well in collaborative groups.</u></p> <p><u>All students are in early stages of learning note-taking.</u></p> <p><u>There is always someone available to help Josh carry things.</u></p> <p><u>Parents are very supportive and expect a lot from Josh.</u></p> <p><u>Each classroom has several outlets. All classrooms have unused outlets except science lab.</u></p> <p><u>Computers are on carts. Can be moved, but teachers not trained on how to integrate.</u></p> <p><u>Josh does not get tired going from class to class. Does not need extra time.</u></p> <p><u>OT does not seem to be part of educational environment</u></p> <p><u>Specialist who provides OT is new to the system and to Josh</u></p> <p><u>Teachers do not consider him disabled</u></p> <p><u>Parents: concerned about changes in Josh and are</u></p>		
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seeking help from school

Teachers: change of placement being considered because of task avoidance and amount of homework Josh needs to do to keep up.

Teachers do not realize need to provide modifications before changing Josh's placement

General ed teachers unclear about what OT is providing and are unsure how to communicate with her

Josh has no special curriculum, and related services consist only of OT

Josh's services have been provided using a process that is not very well-defined;

School system acknowledges that there are communication difficulties

Josh's teachers have little sp.ed. support and are unaware what IDEA, 504 and least restrictive envir. means for them and Josh

Josh has no curricular IEP, just OT as a related service. Modification

	sheet is <u>general with more time primary modification.</u>		
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