SETT FRAMEWORK

COLLABORATIVE DECISION MAKING PROCESS

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SETT Framework

- Closing the Gap, 1994
- Decision making process
- Team collaboration
  - Gather & organize
    - Thoughts
    - Observations
    - Experiences

The Goal of SETT Framework

- To help collaborative teams create
  - **S**tudent centered,
  - **E**nvironmentally-useful, and
  - **T**ask focused
  - **T**ool systems
  - That foster the educational success of ALL students

Zabala,J.S. and Stahl, S. (October, 2006) Closing the Gap

SETT- Focus

- Support Student
  - Participation
  - Achievement
- Guide Teams
  - Selection
  - Acquisition
  - Use
  - Integration

SETT Framework

Student: Age, grade, goals and objectives Strengths and needs		
Environment: Description of the physical and instructional environment		
Task: Describe the specific task that is linked to the activity. Consider what everyone is expected to do? What is expectation for the student?	**Tools[1]** What tools, supports, strategies are currently in place to support the individual task?	**Tools[2]** What tools, supports, strategies are you recommending to facilitate successful access to the curriculum?

Student: Kyle is a 5th grade male with Downs Syndrome

- His language is unintelligible, but he wants to share ideas and has a good receptive vocabulary.
- He understands and uses basic sign language to express wants, ex. water fountain, bathroom, hunger.
- He has a Palm PC Chat A.T. device that helps him communicate and answer questions during Morning Meeting. He navigates very quickly between screens.
- He learns routines quickly and attends to tasks at hand.
- He can write his letters and words when given a model to work from. He does not have the ability to spell independently. He sometimes copies words in reverse, ex. "world" would be written as "dlrow", which makes me wonder if there is a visual problem. Definitely indicative of reading right to left, versus left to right.
- He does not know all of his numbers or letters.
- He will copy off of a classmate, and habitually waits for acknowledgement that he is right before putting pencil to paper.
- He wears glasses.
- He has poor eyesight and has to get really close to the paper to see what he is doing.
- He likes the computer and can navigate through the files to select programs when he is motivated.

Environment: Self-contained classroom

- Alphabet placed high on the wall, with sign language hand formations and visual picture (A = apple, B = ball.)
- Numbers placed high on the wall, with sign language hand formations and visual picture (1 dot, 2 dots, etc.)
- Word wall with PCS picture symbols
- 4 instructional areas: Carpet in front of chalkboard, Individual desks, kitchen area with a table, circular table for group work.
- Easels for Chart Paper
- Visual Picture Schedule
- Shelving for Instructional Materials
- Book Cart
- 3 Desks for staff

Task:	Tools[1]	Tools[2]
Student responds to the question "What do you think this book is about?"	Student points to pictures in the book.	GoTalk 9+ with overlay and voice output to speak answer.
Vocabulary Introduction	Index Cards with word and picture.	Individual sheet of paper for each student with words and pictures to illustrate the meaning. Vocabulary words bold and highlighted. Talking Photo Album – each page has a word and image.
Students follow along in their book as teacher reads out loud.	Each student has an adapted book with pictures and large font text.	Provide reading guides to isolate individual lines of text. Provide a magnifier bar to enlarge text. Student reads a page using a Tech/Talk device.
Review of vocabulary words	Index cards with vocabulary word and illustration matched with definition.	Add vocabulary words to the Chat PC that Kyle already uses. Talk Frame Six to choose correct word when definition read to them.
Individual Assessment	Sheet with fill in the blank sentences and choice of 3 words. Student marks the correct choice with a bingo marker.	Individual students have their own set of index card to review. Classroom Suite by Intellitools, create an interactive book and activities for review and assessment.

SETT Critical Elements-reflection

- **Process**
- **Communication**
- **Collaboration**
- **Multiple perspectives**
- **Flexibility and revision**
- **Pertinent information**

Universal Design for Learning

Finding the right channel!

Universal Design

- concept or philosophy for designing and delivery products and services
- usable by people with the widest possible range of functional capabilities,
- products and services that are directly accessible (without requiring assistive technologies)
- operable with assistive technologies

(Section 3(17) of Assistive Technology Act of 1998)

What is UDL

- ***Alternatives for everyone***
  - Not one size fits all-
- ***Designed from the beginning***
  - Not added on later
- ***Access for everyone***
  - Not just for some

Skip Stahl Universal Design for Learning: Reaching Teaching All Learners CEC 2009

Conveniently, accommodations created for a subset of the population usually result in increased benefit for everyone

Skip Stahl Universal Design for Learning:
Reaching Teaching All Learners CEC 2009

Universal Design For Learning (UDL)

- UDL proposes that children with disabilities do not constitute a separate category, but fall along a continuum of learning differences.
- UDL leads us to make adjustments for learner differences for all students, not just those with disabilities.

Universal Design For Learning

- development and use of curriculum materials
  - varied and diverse,
  - including digital and online resources, rather than centering instruction on a single text book.

Multiple Means of Representation

http://i.telegraph.co.uk/telegraph/multimedia/archive/01217/Cirque_du_Soleil2_1217933c.jpg

Multiple Means of Engagement

http://i.telegraph.co.uk/telegraph/multimedia/archive/01217/Cirque_du_Soleil2_1217933c.jpg

Multiple Means of Expression

http://abluteau.files.wordpress.com/2009/04/cirque-du-soleil-1.jpg

Cambium LEARNING™ TECHNOLOGIES

Universal Design for Learning (UDL)

Unique attributes of technology:

Multiple Means of Representation → To give learners various ways of acquiring information and knowledge.

Multiple Means of Expression → To provide learners alternatives for demonstrating what they know, and rehearsing.

Multiple Means of Engagement → To tap into learners' interests, offer appropriate challenges, and increase motivation.

You can reach all students.

Based on research by Center for Applied Special Technology (CAST)

Making the instructional connection

Instruction

Learner preference

Differentiation

Good teaching

Instruction & Universal Design for Learning Blending, Collaboration, Coordination

Instruction

- Multiple choices
  - Content
  - Process
  - Product

UDL

- Multiple means
  - Representation
  - Engagement
  - Expression

Blending SETT with UDL

Content/ Connection to State Standards 13 colonies			
	Teaching Strategies	**Technology Tools[1]**	**Technology Tools[2]**
Process ***Representation*** ***How we teach/give information***	**Textbook to read (various levels, digital, online, read aloud by reader or to the student-digital)** **Video-Safari Montage** **Online databases for resources** **Role Play** **PowerPoint** **Have materials available on school/class Wiki for review** **Podcast the presentations** **(differentiation of the content)**	**Digital text book** **Safari Montage** **PowerPoint** **Wiki** **Podcast**	
Engagement	**Work alone** **Group work** **By offering appropriate level of information** **Reflection**		
Product ***Action/Expression*** ***How learner demonstrates their new knowledge***	**Oral report** **Video** **Written essay** **Podcast** **Painting** **diorama** **Monitoring progress**	**Video** **podcast**	
Description of lesson including UDL strategies and those identified to meet the student's individual needs.			

Putting the right tool in place the right way!

Competency at all levels

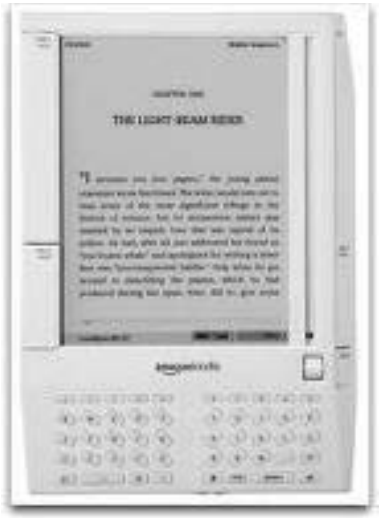
Hierarchy of Considerations

- Four aspects of technology competence
  - Functional Linguistic
  - Operational
  - Social
  - Strategic

Adapted from Janice Light
"Toward a Definition of Communicative Competence for Individuals Using Augmentative and Alternative Communication Systems" Journal of AAC, 1989, p.137-143

Linguistic/Functional Skills

- Adequate mastery of the "native language" of the tool
- Mastery of the specific knowledge or abilities for which the device was chosen.



Operational Skills

- Technical skills required to operate the device or system
- Includes cognitive and physical skills

Social Skills

- Pragmatic language
  - Knowledge and skill of the social rules
- Uses technology when others are present
- Help others understand the reasons for and use of the technology

Putting the right tool in place the right way!

- Consider competency at all levels
  - Staff
  - Student
  - Families

Functional Linguistic

Operational

Social

Strategic

When is AT required

Is it good teaching or a necessity?

Successful technology/strategies are those which are being used when we are not there!

Resources

- http://www.fctd.info/webboard/displayResources.php?id=472
- www.cenmi.org/.../The_***SETT_Framework***-MITS_Handout%5B1%5D.doc
- http://www.joyzabala.com