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SETTing the Stage for the Achievement of ALL Students

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Big Ideas in this Session

- 21st Century Materials and Technologies

- A few Big Ideas about AT and other Technologies

- The SETT Framework for Collaborative Decision-making

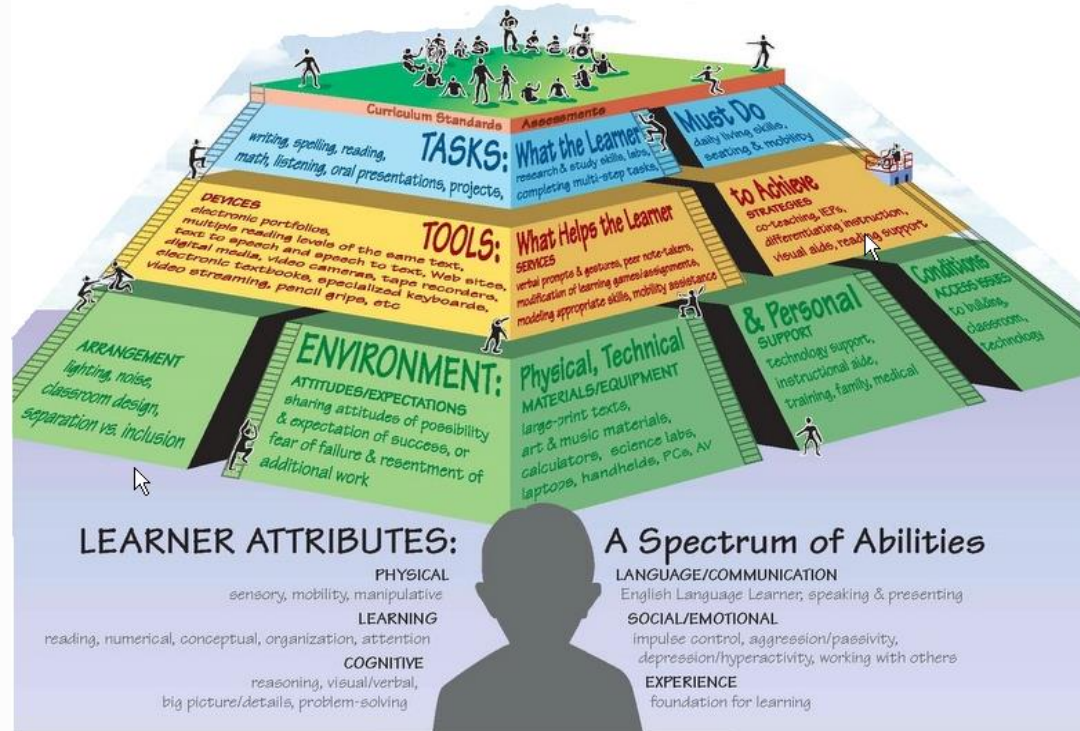- Myths and Realities about the SETT Framework

Questions and Comments

Don't be shy! The only "foolish question" is the one that is not asked.

The Vision

Students supports and services that they need
to reach high expectations - to learn, grow and show what they know!

The 21st Century Landscape of Educational Materials and Technologies
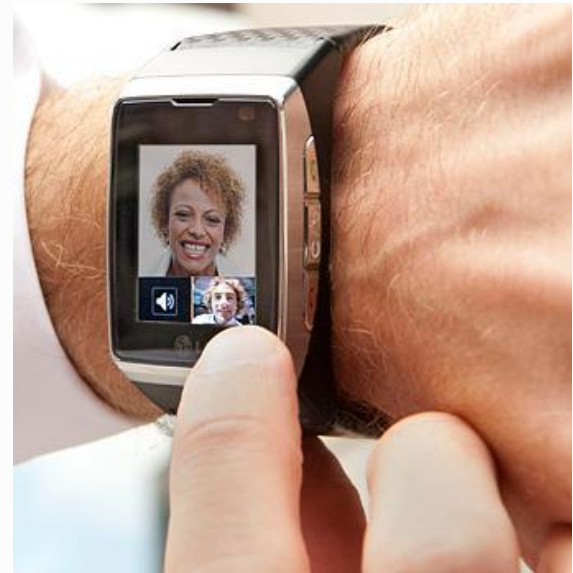
20th Century Imagining

21st Century Reality

Marketing Technology Landscape

September 2012

by Scott Brinker @chiefmartec http://www.chiefmartec.com

21ˢᵗ Century Reality
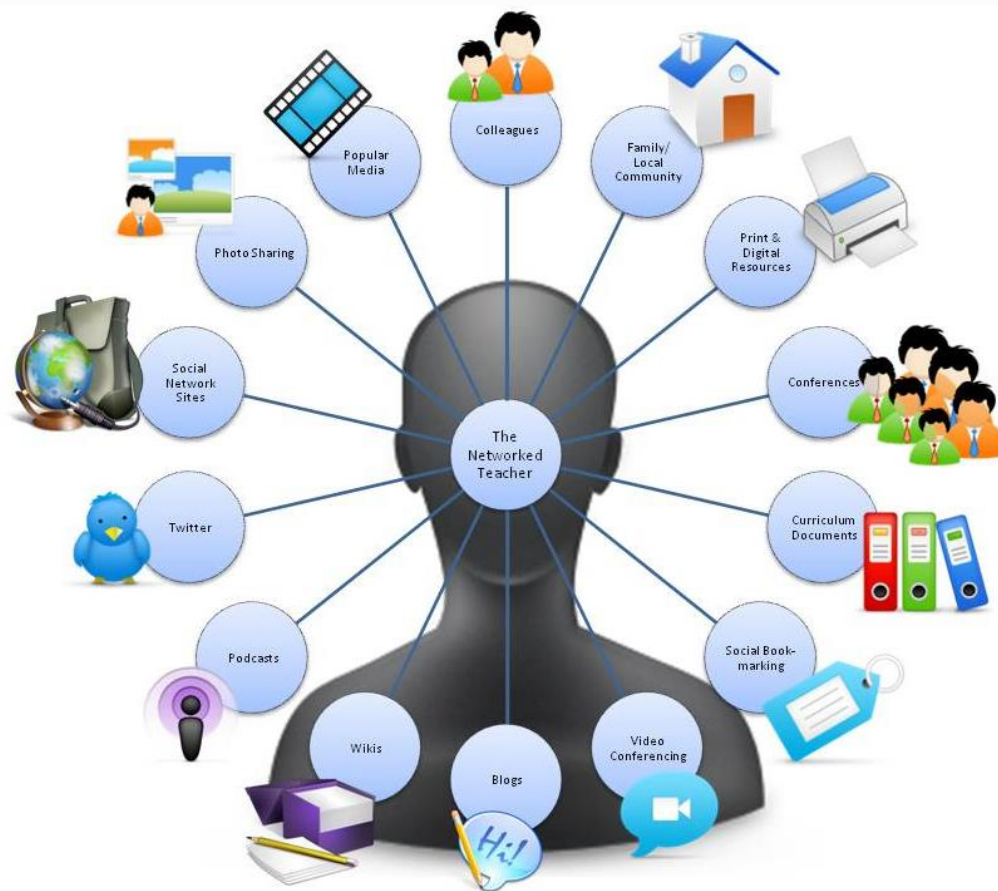
Eric Sheninger, Principal
New Milford High School, Bergen County, NJ.

Keys to Realizing the Vision

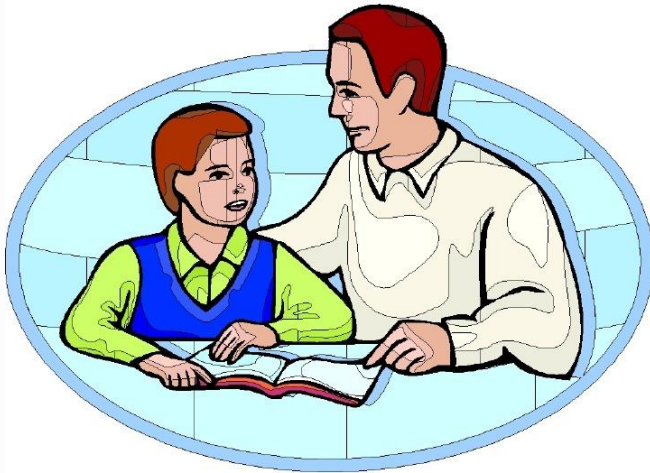# A Preview of the SETT Framework

The SETT Framework

- **S**tudent
- **E**nvironments
- **T**asks
- **T**ools

The Student / Self

The person who is the central focus of the decision-making process

The person for whom everyone involved in any part of the program is an advocate
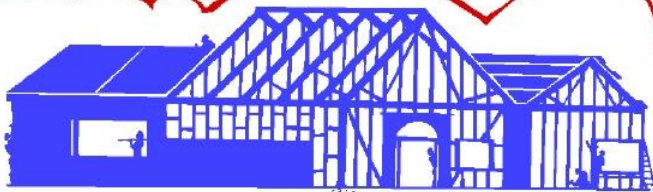
The Environments

The customary environments in which the person is (or can be) expected to live, learn and grow

The Tasks

BUILD YOUR OWN FUTURE

The specific things that the person needs or wants to be able to do to reach expectations and make progress toward identified goals

The Tools

Everything that is needed by the <u>student</u> and <u>others</u> for the student to accomplish the tasks in the places where they need to be done so that progress toward goals is achieved

The Goal of SETT Framework

… to help collaborative teams create **S**tudent-centered,

Environmentally-useful, and

Tasks-focused

Tool systems

that foster the educational and life success of persons with disabilities

Technologies for Everyone and Technologies for Some

Instructional Technologies

- Are generally acquired for and used by groups of students rather than individuals

- Are typically related to promote attainment of a specific goal or set of goals

- Are typically used build knowledge and/or support mastery of a skill or group of skills

- May be discontinued after knowledge and skills are acquired and goals are met

- May require interfacing with AT

Productivity Technologies

- Often found across general environments such as home, school and the workplace

- May be related to the development or sharing of responses that demonstrate the level to which mastery of knowledge and skills has been reached

- Often include an integrated suite of related products that work together

- May require interfacing with AT to provide access and interactivity for some students

Universally Designed Technologies

- Are designed and developed to be directly usable (without the need for adaptation or assistive technology)

- Are designed and developed in ways that can be made usable with assistive technologies

- Typically include lots of options that can be readily manipulated to meet the needs of a variety of users

Assistive Technology

- Includes a broad range of possible devices and services

- Enhances capabilities and the lowers barriers to achievement

- Is related to function, rather than to a specific disability category

- May be applicable to all disability groups and in all phases of education, rehabilitation, and life

- Must be person-centered, task-focused and environmentally useful to be effective

Assistive Technology Device

- Assistive technology device means <u>any item,</u> piece of equipment, or product system...that is used to increase, maintain, or improve the functional capabilities of a individual with a disability.

- The term does not include a medical device that is surgically implanted, or the replacement of that device

Assistive Technology Service

…any service that directly <u>assists a child with a disability</u> in the selection, acquisition, or **use** of an assistive technology device.

Universally Designed Technologies and Assistive Technology

Many students with sensory, physical, cognitive or language disabilities may need personal enhancements to access the universally designed technologies.

wheelchairs, adaptive switches to control devices, mobility aids, hand controls, arm/wrist supports, page-turning devices, modified keyboards, voice-recognition programs, built-in accessibility features of computers' operating systems, screen readers, braille readers

Building a ramp doesn't remove the need for a wheelchair

Categories of tools that can be AT if required by a student for FAPE may include

- Assistive Technology
- Instructional Technology
- Universally Designed Technology
- Everyday Technology

Lesson Learned

- ALL materials and technologies in learning environments must be as accessible as possible.

- Some learners need assistive technology to perceive and interact with the technology used by others

- <u>ALL</u> supports, services, materials and tools required by a student for FAPE must be included in the student's IEP or service plan.

Blended Interconnectivity

Assistive Technologies broaden usability of Instructional and Productivity Technologies

IF

Instructional and Productivity hardware and software are designed and developed according to universal design principles so that interfacing can occur

Oh, by the way…
UDL is something else!

Universal Design for Learning (UDL) is a proactive, systematic way of planning that ensures that goals, methods, <u>materials</u> and assessments are available and beneficial to persons with the widest possible range of abilities, interests, and needs !
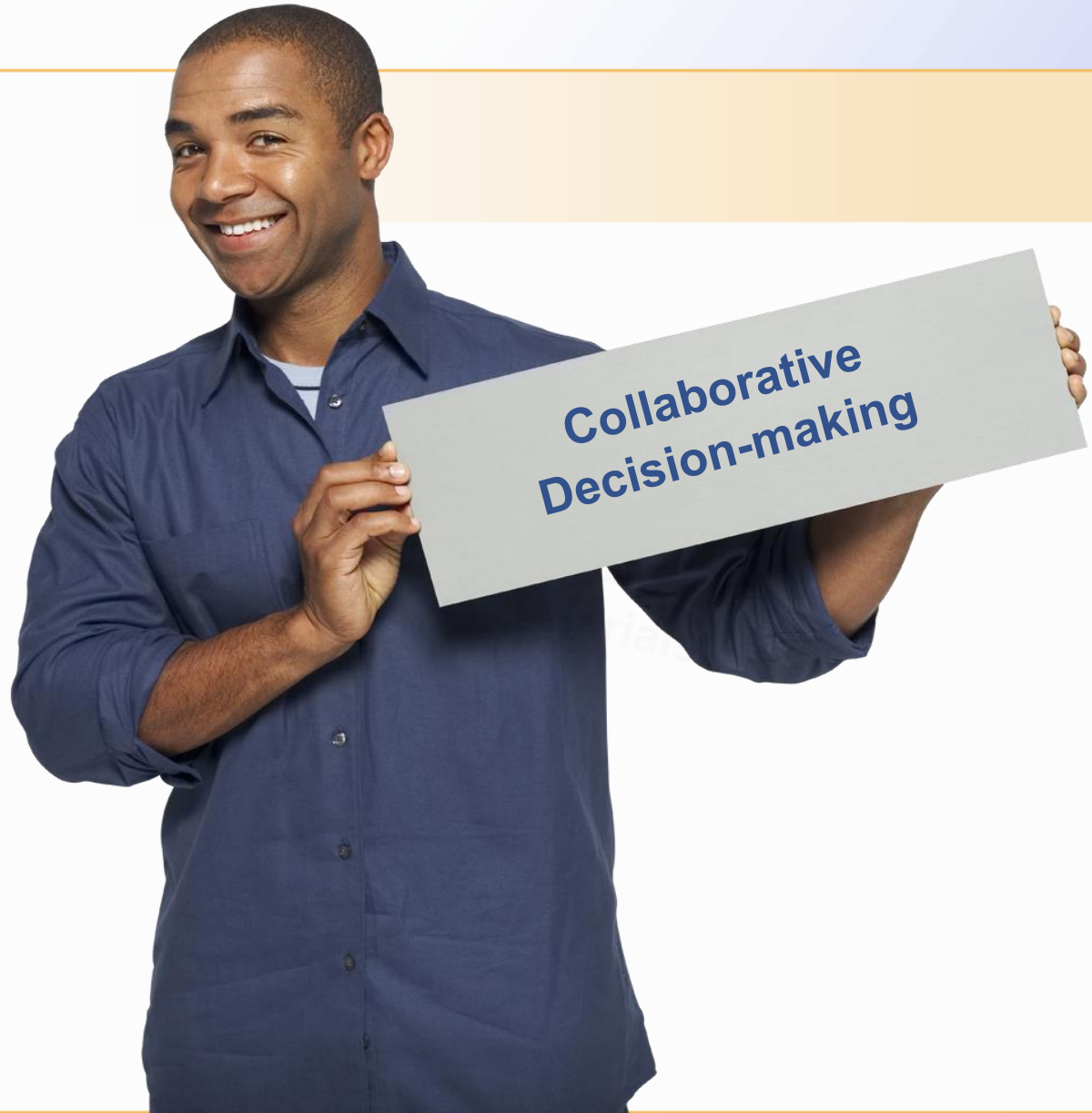
Dr. Melody Musgrove, Director OSEP
4/21/15

"*The ability to use technology - not just as AT, but as so, so much more – enables a teacher to personalize instruction and provide students with access to learning in ways that have never been possible, is so exciting.*"

Collaborative
Decision-making

Functional Skills

- Reading
- Written Expression
- Math
- Problem-solving
- Communication
- Recreation
- Daily organization

- Seating/Positioning
- Hearing
- Seeing
- Self-Care
- Mobility
- Behavior
- Specific task-related skills

Assistive Technology service provision follows a person-centered process that requires a team approach.

The Most Important Team Membership Issue

Team membership is <u>flexible</u> and team members are selected <u>based</u> <u>on the</u> <u>specific</u> <u>needs</u> <u>of</u> <u>the</u> <u>individual with</u> <u>disabilities</u>

Big Ideas about Teams

- The person is always the center of the team

- Team members bring different gifts - *knowledge, skill, observations, ideas, suggestions*

- Multiple perspectives are vital

- Focus is on common interest in individual achievement and aligning thoughts on how to foster it

- Assessment and intervention form a continuous, dynamic process

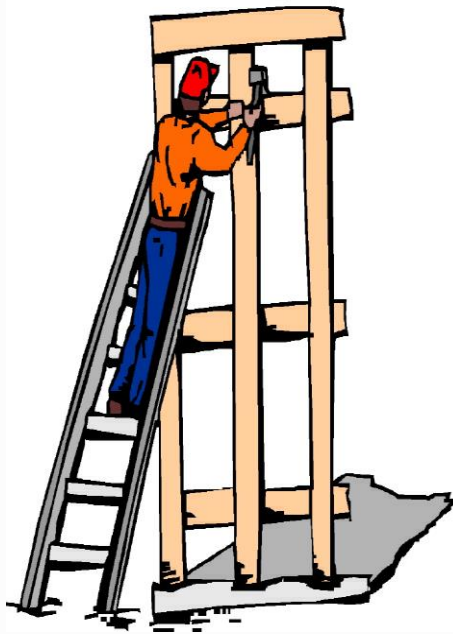- Systematic problem analysis and solving are essential

Taking a Closer Look at the SETT Framework

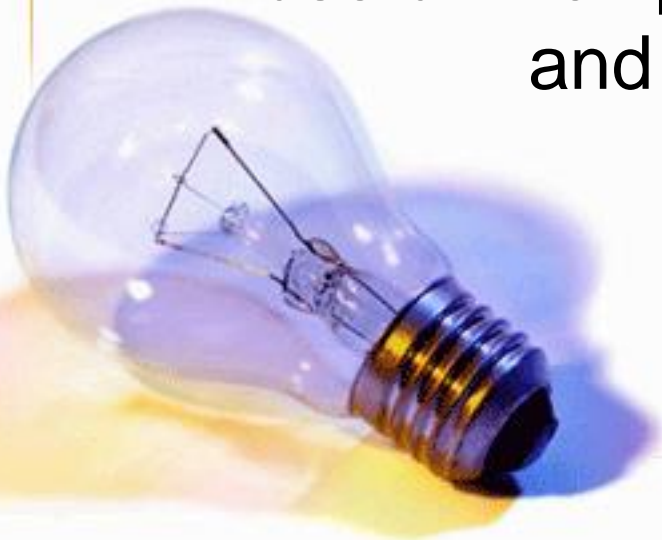# The SETT Framework:
A Decision-Guiding Tool

- **S**tudent / **S**elf
- **E**nvironments
- **T**asks
- **T**ools

The SETT <u>Framework</u>

…a flexible tool that makes concerns-identification and solution-seeking processes accessible to all and is useful in all phases decision-making and service delivery

Linda Roberts

"Technology is a tool that serves a set of goals, and if we don't think about what we want the technology for first, we end up with technology-driven solutions that have little or no impact on the lives of users or on the quality of service delivery."

Student (Self)

- What is the functional area(s) of concern?

  What does the student need to be able to do that is difficult or impossible to do independently at this time?

- Special needs (related to area of concern)

- Strengths and abilities (related to area of concern)

- Present levels of achievement

- Expectations (student's)

- Evaluation information

Environments

***Conditions, Supports and Barriers
in Customary Environments***

- Arrangement (instructional, physical)
- Support (available to both the student and the staff)
- Materials and Equipment (commonly used by others in the environments)
- Access Issues (technological, physical, instructional)
- Attitudes and Expectations (staff, family, other)

Tasks

- The <u>specific</u> things that the student needs to be able to do to reach expectations and make progress

- The functional things that are a part of being actively involved in learning and living environments
  - Communication
  - Instruction
  - Participation
  - Productivity
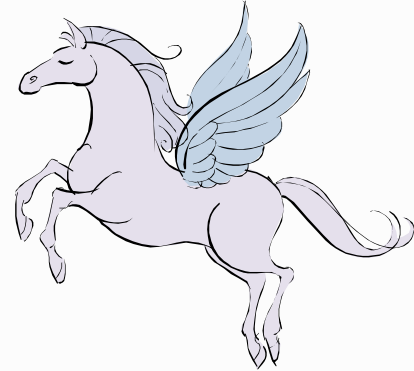 - Environmental Control

Keys to the Tools

When a team can describe the student / self, the environments and the tasks, they can <u>describe</u> the tools that are needed to support success!

MYTH

It is important that the SETT Framework be explored in order…first the student, then environments, then tasks and finally, tools.

REALITY

No fixed order for S-E-T!

It is almost impossible to talk about one without mentioning the others but they all come before Tools.

Tools

*Whatever is needed by the **student** and **others** for the student to do the tasks in the environments in order to meet expectations*

ABILITIES → GOALS

TOOLS

Tools for the Student /Self

Whatever is needed to enable the <u>student</u> to do (or learn to do) the tasks that lead to high levels of participation and achievement

- Accommodations
- Modifications
- Technology
- Diversified support or instructional strategies
- Accessible Materials
- Supports and Services
- Training
- Documentation
- Etc.

Tools for Others

Whatever is needed by _others_ for the person to do the tasks in the environments in order to meet expectations

- Support for Family and Staff

- Training and support on:
    - Decision-making
    - Diversified strategies
    - Accommodations and Modifications
    - Device integration and operation
    - Environmental management
    - Service delivery
    - Etc.
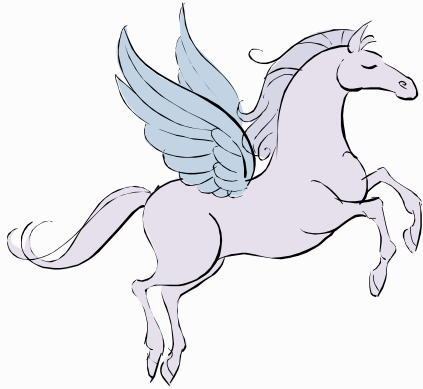
MYTH

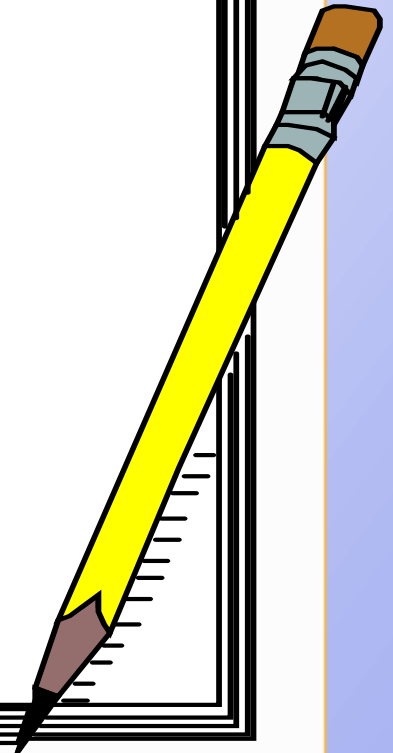SETT is a process.

REALITY

The SETT Framework <u>requires</u> a process, but does not dictate a particular process

## Collaborative Decision-making: Step 1

- Build shared knowledge using the SETT Framework as a guide and an organization tool.

- Determine what is known and what still needs to be found out.

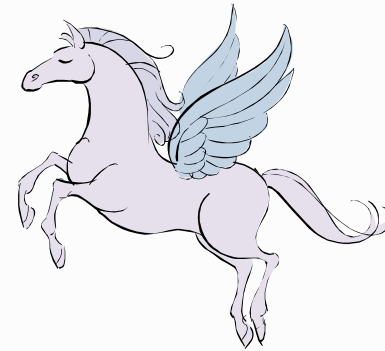- Determine when and how to seek additional information

Collaborative Decision-making: Step 2

- Determine characteristics of the Tool System

- Brainstorm possible Tools

- Match characteristics to possible Tools

- Select promising Tools

- Justify recommendations with SETT data

- Plan for Implementation
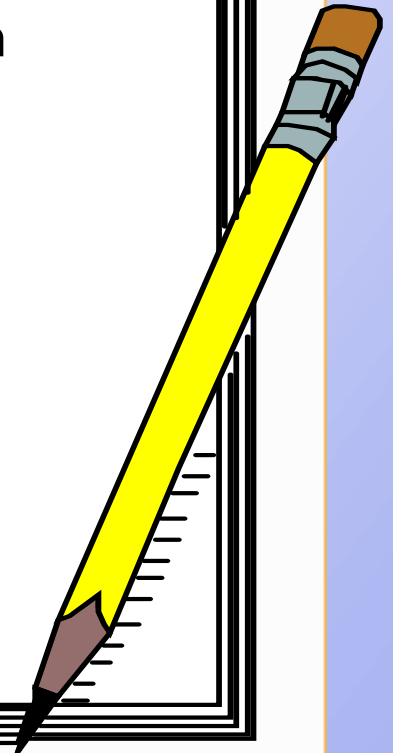
MYTH

It takes a lot of time to use the SETT Framework.

REALITY

It only takes as long as it needs to take to understand and address the needs of the student and ways to address those needs.

REALITY

If the student's needs are complex it may take a good bit of time. If not, it could be only moments.

Using the SETT Framework to Build UDL Environments

The Students
- *Who are the students? What diverse strengths and challenges do they bring to learning?*

The Environments
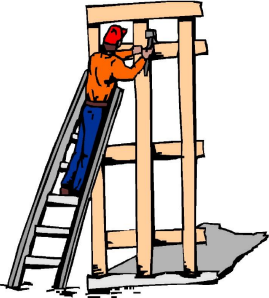- *In which environments will they learn and grow?*

The Tasks
- *The specific tasks will the students needs to be able to do or learn to do to reach expectations and make educational progress*

The SETT Framework and Accessible Materials and Technologies

Key Questions

- Can this **STUDENT** use materials used by others? Are specialized formats or accessibility features needed?

- What educational materials are used in the students **ENVIRONMENTS**?

- For which **TASKS** will the student require materials in which formats?

- What **TOOLS** will the student and others need?

  Formats? Teaching? Technology? Training? Accommodations? Modifications?

Critical Elements
of the SETT Framework

- Shared Knowledge

- Collaboration

- Multiple Perspectives

- Communication

- Pertinent information

- Flexibility

- On-going Processes

Tools and Resources for AT

There are many ways to learn more and to get help when you need it!

Quality Indicators for Assistive Technology Services

Developed for schools but applicable to other service plans across the lifespan

Collegial Conversations

QIAT Web Site

http://www.qiat.org

QIAT Listserv

- collegial conversations

- new information and updates

- handouts and feedback

http://www.joyzabala.com

JOY SMILEY ZABALA, ED.D.

Home Page   About Joy   SETT Documents   QIAT UDL & AIM   Contact Me   Handouts for Download

SETT FRAMEWORK DOCUMENTS

SETT Framework Publications:

- Leveling the Learning Field
- Ready, SETT, Go! (Closing the Gap)
- SETT and ReSETT (Closing the Gap
- SETT Up Staff and Supporters (Closing the Gap)

SETT Scaffolds:

The SETT Scaffolds are a series of forms that, like architectural scaffolds, are designed to be used when and where needed. They are meant to be examples and can be adapted and changed to meet the needs of the people who are using them as long as credits to the original source are maintained.

- SETT Scaffold for Consideration of AT Needs
- SETT Scaffold for Data Gathering
- SETT Scaffold for Tool Selection
- SETT Scaffold for implementation and Evaluation of Effectiveness Planning

Additional Examples and Resources from the Field:

SETT Scaffolds

- Consideration

- Data Gathering

- Tools Selection

- Implementation and Evaluation of Effectiveness

In conclusion…
words from the wise

"Make things as simple as possible, but not simpler."

Albert Einstein

Freda Adler

*"We measure progress
not only by the questions we have answered,
but also, by the questions we are still asking
or have just begun to ask…
for knowledge alters what we seek
as well as what we find. "*

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