ASSISTIVE TECHNOLOGY
SETT FRAMEWORK

The SETT framework is a tool to gather and organize data from individual professionals to make decisions on Assistive Technology (AT). The data gathered are from evaluations/observations (formal and informal) from specific members of the assistive technology support team. The SETT framework is simply a document to ensure that necessary information has been gathered and displayed in a format that will assist in making AT decisions. It is not an evaluation tool or model of intervention. SETT stands for **Student** (strengths/needs), **Environment(s)**, **Tasks** (actions in which the student is required to participate in), and the **Tools** needed to address the tasks. The SETT framework was developed by Dr. Joy Zabala to be a collaborative tool for staff to address questions/discussions related to assistive technology consideration (http://sweb.uky.edu/~jszaba0/SETTintro.html). It is a widely used guide to format information gathered in AT planning meetings. Slight modifications of the SETT framework have been made by other professionals in the field to direct team's focus to particular elements of the AT planning process. The current version of the SETT framework has been modified from the work of Joy Zabala and Kelly Fonner.

Child:	Date:	Service Coordinator:	County:

Student:	Environment:	Tasks:	Tools: (strategies, accommodations & tools)	
			Using now:	Explore:
What is the child's diagnosis? What is the area of functional concern? What are the child's special needs? What are child's current abilities? What are child's interests/dislikes? Is the child currently able to complete tasks with special strategies or accommodations? (please list successful strategies) What services does the child receive?	What routines does the child participate in? What is the physical arrangement of the environment? Are there special concerns? What accommodations are being made for the child? What materials and equipment are currently available in the environment? What resources are available to the people supporting the student? What are the expectations and attitudes of those in the child's environment? Consider positioning needs. Consider access to technology, toys, family, etc.	What does the child need to do? How can the child have active involvement in his/her environment? What activities/routines support the child's IFSP goals? *Things to consider:* *Communication* *Play* *Writing/Drawing* *Reading* *Computer/Technology Access* *Learning and Studying* *Vision/Hearing*	What no tech (no batteries involved), low tech (simple AT devices – no more than 32 buttons, utilizes digitized or recorded speech), and high tech (everything else) options have been explored and/or is the team using now? What teaching strategies are currently being utilized with the child? What training has been obtained?	Guiding question: Would the use of assistive technology help the child perform listed tasks more easily or efficiently in the least restrictive environment or perform these tasks successfully with less personal assistance? (To be considered as a team)

TEAM MEMBERS

Name	Position	Name	Position	Name	Position

Modified from Joy Zabalas's and Kelly Fonner's
SETT Frameworks