

**The SETT Framework**  
A Collaborative Planning and Decision-Making Tool  
**Kalamazoo RESA**

**Date:** month/date/year

**Student:** Sample Student (SS)

**School:** High School - SPED

**Team Members:** parent, teacher,  
para, SLP

**What is the student expected to do?** Communicate his wants and needs throughout the day as well as to participate by communicating in academic lessons and structured activities during both gen ed and special education classes.

**What are the goals?** Reciprocal communication with an adult for self-advocacy (help, bathroom, etc.); Answer reading related questions; Improve score on employment section of ESTR-III

**What are the curricular expectations?** ULS, participate in general education activities during scheduled

<p style="text-align: center;"><b>Student</b></p> <p style="text-align: center;">(Abilities, and special needs, concerns, achievement interests, goals, likes and dislikes)</p>	<p style="text-align: center;"><b>Environment</b></p> <p style="text-align: center;">(location, time of day, physical arrangement, existing supports)</p>	<p style="text-align: center;"><b>Tasks</b></p> <p style="text-align: center;">(specific activities and their critical elements-prioritized as related to goals and objectives)</p>	<p style="text-align: center;"><b>Tools</b></p> <p style="text-align: center;">(Strategies and accommodations that might improve performance within the customary environments)</p>
<p><i>General Strengths:</i> SS is friendly. He wants to communicate; he’s multi-modal (e.g., oral communication, gestures, facial expressions, sign, picture exchange).</p> <p><i>Likes:</i> technology (e.g., ipad, computer), animals (e.g., animals at worksite), Legos, checking in with peers/adults (i.e., “Are you ok?” paired with thumbs up.), Sponge Bob</p> <p><i>Dislikes:</i> (not any major observed)</p> <p><i>Goals:</i> be as independent as possible, live on own one day; use reciprocal communication to get wants and needs met</p> <p><i>Difficulties/Concern:</i> SS doesn’t have a consistent way to communicate what he wants and needs; he repeats himself four or five times sometimes because it seems like others don’t understand him (related to his hearing loss). His reciprocity and independence goals could be supported by giving him a more consistent means of communicating.</p>	<p><i>Work site (Shalom):</i> communicate to teachers/supervisors</p> <p><i>ASD classroom lessons:</i> communicate with teachers and peers, respond to questions, participate during lessons</p> <p><i>General education (gym):</i> communicate to teachers and peers</p> <p><i>Supports in place:</i> picture exchange, pictures/icons related to lessons, vocabulary, expectations</p>	<ul style="list-style-type: none"> <li>• Personal needs (e.g., the restroom, hunger)</li> <li>• His needs for participation (e.g., pencil, scissors, glue)</li> <li>• His wants (e.g., electronics like computer and iPad, making choices for food/clothing/etc.)</li> <li>• Participate during lessons, answer questions</li> <li>• Socialize with peers</li> </ul>	<p><i>Universal (available for any child):</i></p> <ul style="list-style-type: none"> <li>• Visual supports (schedule, rules)</li> </ul> <p><i>Targeted (for students who need a little more)</i></p> <ul style="list-style-type: none"> <li>• Voice volume visual chart</li> </ul> <p><i>Accommodations (individualized)</i></p> <ul style="list-style-type: none"> <li>• Bilateral hearing aids [has]</li> <li>• A communication system to augment oral communication and repair communication breakdown that has these features:               <ul style="list-style-type: none"> <li>○ A way to have system with him at all times (strap, bag)</li> <li>○ Picture based vocabulary (that includes text to support literacy skills)</li> <li>○ Customizable, vocabulary that includes:                   <ul style="list-style-type: none"> <li>▪ Important people</li> <li>▪ interests</li> </ul> </li> <li>○ Has voice output</li> <li>○ Has adjustable volume for louder environments and to improve his comprehension needs (related to hearing loss)</li> </ul> </li> </ul>

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**Action Plan: WHO will do WHAT by WHEN?**

<b>Who</b>	<b>What</b>	<b>When</b>
SLP	Get loaner/trial device	ASAP
School team	Start AT trial	Date/Month/Year through TBD time
Whole team	Meet again at end of trial	At end of trial