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| **Student**Current abilitiesInterestsChallengesFunctional areas of concern**AAC**:Receptive language abilitiesSocial communication and interactionCurrent communication  modes and abilitiesCommunication functions  student uses and howIntelligibility of speechPhysical limitations  | **Environments**Physical environments,  classrooms Materials/equipment used by othersAccess issues (technical,  physical, instructional)Supports available**AAC**:People student interacts with: adults, peers,  readers/non-readersCommunication partners are: Familiar UnfamiliarTypes of communication  settings student  communicates in: 1 on 1, small group, large groupClassroom communication  systems | **Tasks**Specific tasks to progress toward mastery of IEP goals/objSpecific tasks required for active participationMeasurable outcomes for tasks**AAC**:Communication functions to consider greet, gain attention,  request, reject,  comment, ask questions, answer questions etc.Communication opportunities/tasks in the school dayDETERMINE if student can accomplish the communication functions and tasks Is student attempting them but unable  due to limitations in their  communication system?What limits them? | **Tools**If need for AT determined:DevicesServices, Strategies to tryPlan specifics of the trialWhat data to collectWhen to review**AAC**:Specific communication system to try  based on:Physical access/visual needs etc. What level of language use will be goal (short term, longer term): programmed  phrases, single words, self generated phrases, spelling?What “core”/general use vocabulary is  needed?What student specific vocabulary?Features needed based on tasks/envir etc. |

Critical Elements for using the SETT Framework: Shared Knowledge, Collaboration, Communication, Multiple Perspectives, Pertinent Information, Flexibility and Patience, On-going Processes