|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  Current abilities  Interests  Challenges  Functional areas of concern  **AAC**:  Receptive language abilities  Social communication  and interaction  Current communication  modes and abilities  Communication functions  student uses and how  Intelligibility of speech  Physical limitations | **Environments**  Physical environments,  classrooms Materials/equipment used by  others  Access issues (technical,  physical, instructional)  Supports available  **AAC**:  People student interacts with:  adults, peers,  readers/non-readers  Communication partners are:  Familiar  Unfamiliar  Types of communication  settings student  communicates in:  1 on 1, small group, large  group  Classroom communication  systems | **Tasks**  Specific tasks to progress toward mastery  of IEP goals/obj  Specific tasks required for active  participation  Measurable 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 day  DETERMINE 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:  Devices  Services,  Strategies to try  Plan specifics of the trial  What data to collect  When 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