The SETT Framework
and
Assistive Technology for Augmentative and Alternative Communication

Student	Environments	Tasks	Tools
Current abilities Interests Challenges Functional areas of concern	Physical environments, classrooms Materials/equipment used by others Access issues (technical, physical, instructional) Supports available	Specific tasks to progress toward mastery of IEP goals/obj Specific tasks required for active participation Measurable outcomes for tasks	If need for AT determined: Devices Services, Strategies to try Plan specifics of the trial What data to collect When to review
AAC: Receptive language abilities Social communication and interaction Current communication modes and abilities Communication functions student uses and how Intelligibility of speech Physical limitations	**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	**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?	**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