

SETT Framework: SETTING the Stage for Success

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“The SETT framework considers the Student, the Environments, and the Tasks required for active participation in the activities of the environments.... Information about the Student, the Environments, and the Tasks are gathered and thoughtfully considered before an appropriate system of Tools can be proposed and acted upon....The SETT framework promotes team-building and builds consensus, requiring broad-based participation and valuing input from all perspectives.”

The Student

- What does the student need to do?
- What are Student’s special needs and current abilities?

The Environments

- What are the instructional and physical arrangements? Are there special concerns?
- What materials and equipment are currently available in the environments?
- What supports are available to the student and the people working with the student on a daily basis?
- How are the attitudes and expectations of the people in the environment likely to affect the student’s performance?

The Tasks (Tasks should be defined as specifically as possible)

- What activities occur in the student’s natural environments which enable progress toward mastery of identified goals?
- What is everyone else doing?
- What are the critical elements of the activities?
- How might the activities be modified to accommodate the student’s special needs?

The Tools

- What no tech, low tech, and high tech options should be considered for inclusion in an assistive technology system for a student with these needs and abilities doing these tasks in these environments?
- What strategies might be used to invite increased student performance?
- How might the student try out the proposed system of tools in the customary environments in which they will be used?