ASSISTIVE TECHNOLOGY

**SETT\* FRAMEWORK**

Jessica Powers and Learning Support

W

November, 2015

Student: Date: Completed by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** *(If filling out on paper, use additional sheets, if needed.* | **Environment(s):** | **Tasks: –** what does the student have to do? | **Tools –** strategies, accommodations, and tools | |
| **Using Now** | **To Explore** |
| * energetic young boy (4 year old, turns 5 in December) * has a twin brother in same class * hands- on learner * excited about school * interest in monster trucks * severe speech issues – articulation (sees speech path regularly) assistant works one on one and in the classroom to develop speech * children have difficulty understanding ‘W’ and this causes him frustration and at times he resorts to physical behavior * self-regulation difficulties * weak fine motor control- referred to OT * unable to sit for long periods of time * tends to gravitate to brother during carpet time, during activities | -assistant one on one to provide support for speech and learning tasks  - coat hook in area at the end so fewer distractions  - seating in area to side to allow for less distractions from others  - OT and speech support  - supportive parents  -twin brother in same class | -Communicate effectively  -Control physical aggression (some is related to inability to effectively communicate) in group setting   * increase fine motor control * follow classroom routines   - cooperate and share materials  with others | **-assistant and speech sessions**  **-assistant to help monitor**  **-slant board, pencil grips, highlighted areas to colour, playdough, fine motor tubs, art/crafts**  **- assistant to redirect, clearly outlined routines, picture prompts**  **- assistant reminders, prompts, provide models and opportunities for turn-taking and sharing** | **-games targeting speech sounds with classmates**  **-**  **further work with Zones of Regulation – perhaps a chart……**  **- moon sand,**  **other?**  **-personal day schedule in pictures (separate from one on board)- allow him a way to ‘cross off’ or monitor progression**  **- more cooperative games with classmates and perhaps older students** |

\* Modified from Joy Zabala’s SETT Framework by “The Project”

[Copies to: District Coordinator, electronic copy to AT, 1 remains with team] Date sent

\*\* The older students partners as part of this project will allow for greater one on one time. Although the assistant will be present for direction and guidance, the interactions with the high school student will allow for a different kind of relationship. With similar structure and boundaries it will help ‘W’ realize that there is consistency and that expectations are still the same.

ASSISTIVE TECHNOLOGY

**SETT\* FRAMEWORK**

Jessica Powers and Learning Support

X

November, 2015

Student: Date: Completed by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** *(If filling out on paper, use additional sheets, if needed.* | **Environment(s):** | **Tasks: –** what does the student have to do? | **Tools –** strategies, accommodations, and tools | |
| **Using Now** | **To Explore** |
| * Energetic young boy (just turned 5 in October) * Very affectionate * Cheerful disposition * Loves music and dancing * Suffered loss of his sister this past summer in an accident he was also involved in * Youngest in family * Has older brother in school * Supportive grandparents – often volunteer * Hands-on learner * Weak fine motor skills * Short attention span * Tires easily * Needs encouragement and support to complete tasks | -assistant in class for another student often offers assistance  - OT support  -supportive grandparents  -parents have separated, ‘X’ lives with mother and boyfriend  - is accessing outside ppsychological help to deal with accident | * increase fine motor control * follow classroom routines * task completion | **-slant board, highlighted areas to colour, encouragement, fine motor tubs, art/crafts, pencil grip**  **- redirect, clearly outlined routines, picture prompts, consistent routines**  **-personal instructional steps with picture prompts**  **- more time**  **- modified tasks** | **OT suggestions**  **-**  **- electronic device with steps,** |

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\*\* For the interaction part of the project with High school students, it will be necessary for ‘X’s’ high school partner to be mentored on some specific strategies for keeping ‘X’ focused and motivated. This mentor should be a strong role model for ‘X’ and we will ensure this partnership is a good match.

ASSISTIVE TECHNOLOGY

**SETT\* FRAMEWORK**

Jessica Powers and Learning Support

Y

November, 2015

Student: Date: Completed by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** *(If filling out on paper, use additional sheets, if needed.* | **Environment(s):** | **Tasks: –** what does the student have to do? | **Tools –** strategies, accommodations, and tools | |
| **Using Now** | **To Explore** |
| * Enthusiastic learner * Strong leadership qualities * Outgoing, cheerful * Athletic, active * severe articulation issues, can interfere with communication with others * difficulty with repeating familiar songs, poems, etc. * has some difficulty with appropriately dealing with conflict (sometimes resorts to physical aggression) | -shared assistant in class for speech assistance  - speech support  -parents are very supportive | - every day classroom participation and conversations | * **assistant led speech sessions** * **games for articulation specific sound work** | **- depending on further speech tesing, we will explore other tools and techniques** |

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\*\*This particular student will require a strong language model in her high school partner. Her partner will be given specific strategies on how to repeat language, and model clear language.

ASSISTIVE TECHNOLOGY

**SETT\* FRAMEWORK**

Jessica Powers and Learning Support

Z

November, 2015

Student: Date: Completed by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** *(If filling out on paper, use additional sheets, if needed.* | **Environment(s):** | **Tasks: –** what does the student have to do? | **Tools –** strategies, accommodations, and tools | |
| **Using Now** | **To Explore** |
| * Kind hearted * Active * Energetic * Impulsive * unaware of others’ feelings * difficulty focusing * has shown detachment from mother * has difficulties with boundaries and rules * difficulty sharing * can resort to physical behavior * has difficulty working with alphabet, knows very few letters * weak fine motor skills | - specific classroom seating arrangement to allow him to be away from distractions  - careful monitoring of center activities | * every day classroom participation and conversations * Literacy tasks | **-communication book with home outlining key points of the day- involvement of ‘Z’ in filling this out daily**  **- positive reinforcement for behaviour**  **- work with the Zones of Regulation**  **- games(physical and electronic), active movement incorporating learning, more time, support,** | * **increase awareness of the Zones of Regulation in the home and encourage similar language**      * **exploration of different electronic sources for increased engagement** * **involving learning buddy for literacy related tasks** |

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\*\*\* The interaction of high school students as part of this project will help facilitate positive, on task behavior and will serve as a strong role model for this student. The high school partner will receive some support on effective strategies for focusing this student and on how to deal with certain behaviours. Teacher support will be close be and accessible at all times.