

## **SETT (Student - Environment - Task - Tools) Framework**

SETT is an acronym for Student, Environments, Tasks, and Tools. The SETT framework is a four-part model, developed by Joy Zabala that is intended to promote collaborative decision-making in all phases of assistive technology service design and delivery from consideration through implementation and evaluation of effectiveness.

The SETT Framework is designed to give us a student based, user friendly tool to use in considering what tools and strategies work in the student's real world. It is essential to consider who the student is, where he needs to be across his day and what tasks need to be accomplished before any tools can be considered.

Without first looking at the Student, Environment, and Tasks, we may be providing a tool that is inappropriate.

### **The SETT Framework**

#### **S - Student**

Some questions an IEP team may ask/answer regarding the Student to determine if AT is necessary include:

1. What does the student need to do?
2. What are the student's current abilities?
3. What are the student's interests and preferences?
4. What are the student's unique needs?

#### **E - Environment**

Some questions an IEP team may ask/answer regarding the Environment(s) the student will be functioning in to determine if AT is necessary include:

1. What is the current arrangement of environment(s)?
2. Which supports currently exist in the environment(s)?
3. Which materials and equipment that all students have access to in the environment(s)?
4. What current access issues exist for the environment(s)?
5. What are the attitudes and expectations of individuals in the environment(s)?

## **T - Task**

Some questions an IEP team may ask/answer regarding the Tasks necessary for the student to perform to determine if AT is necessary include:

1. What tasks are part of being actively included in the identified environments?
2. Which activities are included in the identified environments?
3. What are the critical elements of the tasks and activities?
4. Are there any accommodations or modifications that need to be made in order to complete the task or activity?

## **T - Tools**

Tools should not be looked at until the IEP team examines the initial **S-E-T** factors. Once the IEP team has obtained the S-E-T information, Tools selected will be **S**tudent centered, **E**nvironmentally useful, and **T**ask focused.

## **Quality Indicators for Assistive Technology (QIAT)**

The Quality Indicators for Assistive Technology include the specific quality indicators that were developed by focus groups and validated through research. After conducting many focus groups, a set of quality indicators for eight AT areas were identified that are important to the development and delivery of assistive technology (AT) services. These indicator areas support programs in identifying good practice, evaluating current practice and support development of better practice. Those eight areas are:

- Consideration of AT Needs
- Assessment of AT Needs
- AT in the IEP
- AT Implementation
- Evaluation and Effectiveness of AT
- AT in Transition
- Administrative Support for AT
- AT Professional Development

To learn more about the quality indicators visit <http://www.qiat.org/indicators.html>.

## **Additional Resources**

[Using the SETT Framework to Level the Learning Field for Students with Disabilities](#)

[Ready, SETT, Go!](#)