



SETT Framework (Student, Environment, Tasks, Tools)

Case Study 1- Non Verbal

Student: 4th grader on an IEP whose speech is very difficult to understand, has literacy and typing skills.

Environments: In the classroom, during specials, in the cafeteria, and on the playground.

Tasks: Answer and ask questions in class, interact with peers during group work and recreation times.

Tools: Already has access to pictures to point to words and phrases. May need to trial a speech generating device that allows typing with text-to-speech feature.

Case Study 2- Attention Deficit

Student: 7th grader on a 504 plan who has ADHD.

Environments: Multiple classrooms and home for homework.

Tasks: Attention during lessons; stay on task while completing practice work in class, homework, and test questions.

Tools: Student is placed in the front row of all classes and allowed to manipulate a fidget toy during classes. May need to trial an assistive listening device.

Case Study 3- Physical Disability

Student: 10th grader with Muscular Dystrophy on an IEP, smart and motivated, has difficulty holding a writing utensil and writing/typing.

Environments: Multiple Classrooms and home for homework.

Tasks: Producing written work for assignments and tests and submit the work.

Tools: Has access to a laptop at school and at home. May need to trial built-in speech recognition or Dragon NaturallySpeaking with a headset microphone.

Case Study 4- Low Vision

Student: 11th grader on an IEP who has a visual impairment and has difficulty reading standard print in textbooks and on computers. She has good reading and keyboarding skills.

Environments: Classrooms, school library, home, school bus, car.

Tasks: Reading textbooks, novels, accessing online information, producing written work.

Tools: Student needs a portable laptop or tablet computer to access digital text. The team needs to obtain an organizational membership in Bookshare for access to free accessible educational materials (AEM) and may need to borrow a laptop or tablet computer with software for reading AEM.

Student also needs screen magnification to enlarge text and images on-screen. The team should evaluate the student using computer operating system's built-in screen magnification. If this is

inadequate, the team should investigate MAGic or ZoomText. If these are not available at the school, they should investigate whether a free-trial can be downloaded, or borrow the software loaded on a laptop from ABLE Tech.

The student also needs a way to enlarge text in books and handouts that cannot be provided in a digital format. The team could borrow a portable electronic magnifier such as a VisioBook, or to see desktop devices, they could schedule a visit. The team should visit a demonstration site at ABLE Tech or one of their program partners such as DRS Visual Services or NewView Oklahoma.

Case Study 5- Hearing Impairment

Student: 8th grader on an IEP who has a hearing impairment and wears hearing aids with telecoil. Student is below-grade level in all subjects, and has difficulty staying on task during group work. He does well on individual work and is very conscientious.

Environments: Classrooms, lunchroom, gymnasium, school library, home, school bus, car.

Tasks: Listening to teacher and others, participating in group discussions.

Tools: Student may benefit from a personal listening device to amplify the voice of the instructor and others around him. Since he has a telecoil, team will need to consider a device that has a neck-loop versus one that only works with headphones or earbuds. Team should contact ABLE Tech to determine devices to trial.

Case Study 6- Learning Disability

Student: 3rd grader on an IEP who has dyslexia and has below level reading skills. Student can understand grade-level materials when read aloud to her. She is very imaginative and can tell great stories, but has difficulty getting her ideas on paper. Keyboarding skills are minimal.

Environments: Classrooms, school library, home, school bus, car.

Tasks: Reading textbooks, novels and handouts. Researching topics online. Writing stories and other assignments such as book reports.

Tools: Student may benefit from accessible educational materials in the specialized format of digital text which can be read aloud with dual color highlighting. The team needs to obtain an organizational membership in Bookshare for access to free digital textbooks and other educational materials and may need to borrow a laptop or tablet computer with software for reading the digital materials. The student may also benefit from literacy software to read digital texts, add notes, research topics online and produce written work. The team could contact ABLE Tech for suggestions of software to try such as SOLO 6 from Don Johnston, Kurzweil 3000 or Read&Write Gold from TextHelp. The team should also evaluate whether the student can more effectively express her knowledge using speech input. The team could evaluate the student using the speech input feature included in the operating system of a computer the student uses, or borrow a laptop from ABLE Tech with specialized voice input software such as Dragon Naturally Speaking.