

Information Collection Questions Guiding SETT Questions

This document contains a list of guiding questions to collect information about the student, environments, tasks and tools. At times, you might not be able to or need to answer every question. However, as the assessment progresses, additional questions will arise.

COLLECTING INFORMATION ABOUT THE STUDENT

Questions to Ask about the Student

- What are the student's special needs?
- What are the student's cognitive, motor, sensory, language, and social/emotional strengths?
- What are the student's preferred learning styles?
- What are the student's expectations regarding completing the task that is of concern?

Questions to Ask the Student

- What do you see as your strengths in school? Outside of school?
- What Interests or hobbies do you have outside of school?
- What is your favorite class? Why is this your favorite class?
- What is your most difficult class? Why or what makes it difficult?
- What is your most difficult task within a class?
- Can you describe why or what about the task is difficult?
- What is the easiest way for you to learn (e.g., listening to the teacher lecture, reading a textbook, seeing a movie, talking with a friend, working on a project alone, working on a project with a group)?

COLLECTING INFORMATION ABOUT THE STUDENT'S ENVIRONMENTS

Questions to Ask about Student's Environments

- How does the student's performance compare to that of peers?
- What materials and technology are available?
- How do other students in the classroom use technology?
- Are other students using Assistive Technology in the classroom?
- If other students are using Assistive Technology, what are they using it for and what is the availability?
- How comfortable are personnel In Integrating technology Into Instructional programs?
- What supports and services are available to the student?
- What supports are available to the personnel?
- What is the teacher's teaching style in this environment? Does she primarily lecture or give reading assignments?
- Do students work primarily alone, or in small or large groups?
- Is there technology available in the classroom? Are students allowed to use it?
- What is the noise level in this environment? How does it match the student's learning style?
- Where does the student sit in the classroom? Is there a reason for that placement?
- In what environment(s) is the student having the most difficulty?

- What environmental factors may be affecting student performance of the task? Look at factors such as:
 - Distractions
 - Ergonomics factors
 - Lighting factors
 - Is there support available from teachers and others?
 - What materials and equipment are currently available?
- What are the attitudes and expectations of the student and staff?

COLLECTING INFORMATION ABOUT THE STUDENT'S TASKS

Questions to **Ask about the Tasks**

- Does the student always have trouble with this task or only in some environments or classes?
- What are the steps other students follow to complete the task?
- What are the steps the student needs to follow in order to complete the task?
- Is it the entire task the student has difficulty with, or only parts of the task?
- With which elements in the task is the student having difficulty?
- What are the expected goals or outcomes of the task? For example, if there is a time element, be specific as to the number of minutes expected for completion.
- How might the activities be modified to accommodate the student's special needs?
- How might instructional strategies be used to accommodate the student's special needs?
- How might Assistive Technology support the students active participation in those activities?

COLLECTING Information ABOUT THE STUDENT'S TOOLS

Questions to **Ask about the Tools**

- Is the student currently able to complete tasks using modified instructional strategies or task adaptations?
- What are these strategies and adaptations? Does the student feel these are effective? If not, what would they change?
- Is the student currently using AT to address tasks? What are these AT solutions? Are they effective? If not, try to determine whether it is the technology or the implementation strategies, or possibly a mismatch between the features of the technology and the student's needs, creating an ineffective solution.
- What are the past and present AT solutions tried or considered? Were they effective? If not, try to determine if it was the technology itself, possibly the manner in which it was implemented, or a combination of both.
- Was the student motivated to use it? If not, ask them why?
- Have instructional adaptations been used in the past? What were these adaptations? Were they effective?
- What if any, strategies and tools would the student/team like to try?
- What academic goals with these tools attempt to address?