

SETT SCAFFOLD FOR GATHERING DATA-ANNOTATED

Collaboratively Gather and Analyze Information from a Variety of Sources

Student: Lucille Date: _____ Perspective: _____

EXAMINING CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>Writing (Motor Aspect) - Lucille exhibits:</p> <ul style="list-style-type: none"> ▪ <u>decreased speed and dexterity during fine motor tasks due to neurological deficit</u> ▪ <u>limited finger isolation</u> ▪ <u>difficulty writing in available space in agenda</u> ▪ additional time for assignments or shortening assignments have had little effect ▪ adequate balance skills to carry items in a backpack <p>★ an alternate typing technique resulting in 47 words per minute typing speed*</p> <p>★ completes tasks that the class does on the computers at the same rate as others or faster with the same accuracy*</p>	<p>General Education Class (4 core content classes)</p> <ul style="list-style-type: none"> ▪ one teacher, 25-30 students ▪ <u>bank of 6 computers located at the rear of the room; when Lucille uses these computers, she is removed from the class instruction</u> ▪ <u>occasional use of laptop cart, yet Lucille would have a different one in each class. This lengthens the time it takes her to be ready if others are not using computers for the same task</u> ▪ individual desks with attached chairs <p>★ study guides provided in handout form as per IEP*</p>	<ul style="list-style-type: none"> ▪ <u>take notes in general ed. class and / or adding notes to study guides</u> ▪ <u>complete assignments in all classes without modifications</u> ▪ submit assignments once complete in all classes via paper or e-mail ▪ <u>bring necessary materials to class and home for task completion</u> ▪ <u>track assignment due dates</u> ▪ <u>maintain system for materials in order to study for cumulative exams</u> ▪ participate in class discussions and group work

- CIRCLE (or italicize) FUNCTIONAL AREA(S) OF CONCERN
- UNDERLINE BARRIERS TO STUDENT PROGRESS
- STAR SUPPORTS FOR STUDENT PROGRESS

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SETT forms and additional resources are available for download at <http://www.joyzabala.com>. Please provide feedback on effectiveness and suggestions for modifications/revisions by email to joy@joyzabala.com

SETT SCAFFOLD FOR GATHERING DATA

Collaboratively Gather and Analyze Information from a Variety of Sources

(use as many sheets as necessary to build shared knowledge)

Student: _____ Date: _____ Perspective: _____

DESCRIBE CURRENT CONDITIONS TO ESTABLISH EDUCATIONAL NEED		
STUDENT	ENVIRONMENTS	TASKS
<p>Organization / Study Skills - Lucille exhibits:</p> <ul style="list-style-type: none"> ▪ <u>distractibility (by surroundings).</u> ▪ <u>difficulty remembering to record assignments in agenda and record the legibly.</u> ▪ <u>difficulty remembering what materials to bring home and to class.</u> ▪ <u>difficulty keeping track of more than 2 items</u> (one folder, her smartphone and additional materials). She regularly misplaces handouts and written materials. ▪ she is able to save documents on an external, portable drive <u>but loses the device easily.</u> ★ she possesses good technology skills including use of Microsoft Office products and e-mail (including attachments).* ▪ <u>she cannot type on a netbook, the keys are too close.</u> ★ she is proficient at entering short data into digital reminder (her smartphone) for alerts to turn in items when she gets to class.* 	<p>Small Group Resource Class</p> <ul style="list-style-type: none"> ▪ one teacher, a paraprofessional, 6-10 students. ▪ <u>bank of 3 computers at the back of the room.</u> ★ <u>time built in to class to reorganize and review agenda, assignments and due dates.</u> This includes folders for other classes.* ★ <u>Options for seating including desks, table and a study carrel.*</u> <p>Home</p> <ul style="list-style-type: none"> ▪ <u>shared family computer (shares with father and brother).</u> ★ <u>parent is proficient in Microsoft Office products and e-mail programs*</u> 	

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