

SETT and UDL - Guiding Questions to plan Student Curriculum and Learning Plans

SETT	General Questions	UDL - Engagement	UDL - Representation	UDL - Action & Expression
Student	<ul style="list-style-type: none"> • Who is the student? • What are their current abilities? • What are the functional areas of concern? • What are the other students doing that this student needs to be able to do? • What does the student need to be able to do that is difficult to accomplish independently at this time? 	<ul style="list-style-type: none"> • What motivates your student? • What will recruit their interest in this topic? • How can we facilitate coping skills? • How can we foster peer collaboration? • How can we provide choice & autonomy? • How can we minimize threats and encourage some risk-taking in learning? 	<ul style="list-style-type: none"> • How does the student best receive information? • What are the barriers to accessing knowledge? • Does the student have any gaps in background knowledge? • Can the student access print/language/text? 	<ul style="list-style-type: none"> • How does the student best demonstrate their learning/ understanding? • What are the barriers to demonstrating their achievement towards the outcomes/lesson goal? • Does the student have a strength in a particular mode of communication?
Notes:				

<p>Environment</p>	<ul style="list-style-type: none"> • What activities take place in the environment? • Where will the student participate—classroom, playground, speciality room? • What is the physical arrangement? • What supports are available to both the student and the staff? • What materials and equipment are commonly used by others in the learning environment? • Are there any access issues (technological, physical, instructional)? • Are there any issues with attitudes and expectations (staff, family, other)? 	<ul style="list-style-type: none"> • Which classroom will the student be in? • Is the physical arrangement of the classroom engaging? • Are lesson goals/intentions displayed? • What system is in place for asking questions/ self-help strategies? 	<ul style="list-style-type: none"> • What is the physical arrangement of the classroom? • Is there appropriate environmental print? • Does the room have access to multimedia options? • Is content specific vocabulary accessible to students? 	<ul style="list-style-type: none"> • Are there any environmental supports/ scaffolds to support the student? • Does the room have access to multimedia options or tools? • Is there a class culture of multiple means of action & expression?
<p>Notes:</p>				

<p>Task</p>	<ul style="list-style-type: none"> • What are the specific things that the student needs to be able to do or learn to be actively involved in the learning experience and to be able to make educational progress? • What outcome/standard is the student working towards? • What specific tasks occur in the environment? • What activities is the student expected to do? • What are the critical elements of the task? • What does success look like? 	<ul style="list-style-type: none"> • What is it you would like the student to do? • How can interest be recruited through individual choice and autonomy? • How can individual choice and autonomy be maximised? 	<ul style="list-style-type: none"> • What is it you would like the student to do? • What information do you need the student to access/ process? 	<ul style="list-style-type: none"> • What outcomes/goals is the student working towards? • What is it you would like the student to do? • Are students given choice on how they demonstrate their knowledge? • Is the task designed in a flexible manner to allow for a range of responses? • Do all students need to complete the same task? • Is there opportunity for progress monitoring and practice?
<p>Notes:</p>				

<p>Tools</p>	<ul style="list-style-type: none"> • Are the tools being considered on a continuum from no/low to high-tech? • Are the tools student-centred and task-oriented and reflect the student's current needs? • Are tools being considered because of their features that are needed rather than brand names? • What is the cognitive load required by the student to use the tool? • What are the training requirements for the student, family and staff? 	<ul style="list-style-type: none"> • Will the tools, adjustments, devices and/or services to support with this task lead to student independence? • What tools are available to support individual choice & autonomy? • Will these motivate the student? • Are these purposeful for the student? • Does the teacher have the knowledge/ skills to use an alternate tool? 	<ul style="list-style-type: none"> • What tools, adjustments, devices and/or services will support with this task? • Can the information be presented in a different format? • Can supplementary knowledge be provided in alternate formats for the student to access? • Are a range of resources available to the student? 	<ul style="list-style-type: none"> • What tools, adjustments, devices and/or services will support with this task? • Is there a low-tech option that will work well? • Is there a specific technology that will work well? • Does the teacher & student know how to use the tool effectively?
<p>Notes:</p>				