

IEP Planning Worksheet (GS SETT Long Form)

Student Name _____ Grade _____ Date _____

Directions: Gather this information about the student, environment, and performance assessment (tasks) prior to your meeting. This worksheet should be completed by team members who are familiar with the student. Record on the forms as needed.

Student

1. What are the student’s strengths, abilities, motivators, and recent success stories?

2. What does the student need to do when completing school tasks related to his/her IEP and grade-level performance assessments for the Minnesota Graduation Standards? Are you anticipating challenges with these specific school activities?

3. What is working well for the student?

4. What are the student’s unique needs?

5. What are the student’s expectations? Long range goals? Transition and career goals? Special considerations?

6. What strategies, accommodations and use of assistive technology have worked in the past?

7. Unanswered questions:

Materials adapted from The SETT Framework by Joy Zabala (contact by e-mail: zabala@technologist.com)

Environment

What environments are typical for the student within the school day?
Examine each environment and determine which environment(s) are addressing current performance assessments for the Minnesota Graduation Standards. You may indicate this with a star.

1.	2.
3.	4.
5.	6.
7.	8.

Notes for Environment # _____ Time _____ Person Responsible _____

What performance assessments of the Minnesota Graduation Standard learning areas are being addressed in this environment? Attach the optional performance assessment checklists if available.

1. Assistive technology (assistive technology devices and training) currently available:

2. Physical arrangement:

3. Instructional strategies and teaching style:

4. Supports available:

5. Resources available:

On the previous worksheet, the environments were pinpointed that are addressing the learning areas of the Minnesota Graduation Standards. Use this as an additional worksheet for multiple starred environments.

Notes for Environment # _____ Time _____ Person Responsible _____

What performance assessments of the Minnesota Graduation Standard learning areas are being addressed in this environment? Attach the optional performance assessment checklists if available.

1. Assistive technology (assistive technology devices and training) currently available:

2. Physical arrangement:

3. Instructional strategies and teaching style:

4. Supports available:

5. Resources available:

Tasks

Environment # _____ Time _____ Person Responsible _____

1. All students are required to complete the following performance assessments in the targeted Learning Area of the Minnesota Graduation Standards:

2. What are the required tasks for this performance assessment and which tasks of this performance assessment will this student complete?

TASKS	Can complete task with same rigor as peers, allowing accommodations as necessary (Pass State)	Can complete task with individual modifications (Pass Individual)	Can not complete task (Exempt)	Don't Know (Use GS SETT)
1				
2				
3				
4				
5				

3. What special accommodations and strategies are needed to complete these tasks?

TASKS	ACCOMMODATIONS	PERSON RESPONSIBLE
1		
2		
3		
4		

Tools and Strategies

1. What are effective strategies/tools/accommodations for this student, based on the information reported on the student worksheet?
2. How can the team provide assistance to increase participation in the Minnesota Graduation Standards?
3. How has assistive technology been considered?
4. What strategies and/or tools will be tried to assist the student?

Notes