

IEP Conference Recording (GS SETT Group Memory Plan)

Instructions: In using GS SETT, the group memory is recorded for all to see on an overhead or a flip chart. The process facilitator is responsible for bringing the group to consensus as the notes are discussed and recording the ideas on the flip chart. A recorder is responsible for a complete set of notes in more detail. If there is an administrative designee at the meeting, this person may be a good choice for the recorder. The individual notes pages are destroyed and the group members receive a copy of the Summary of the Group Planning Meeting. If any “official record” of the planning meeting is kept in the student file, it should be the Summary of the Group Planning Form.

Here is a sample of how the flip chart or overhead sheets

can be set up prior to the meeting. The first three sheets, “Problem Identification,” should be agreed upon before moving the group to the “Tools/Strategies Identification” section which is the decision-making portion of the process. During this process, the team should quickly identify and agree to ideas for tools and strategies, specific tool trials (extended consideration). If a team cannot sort the information when deciding on, for example, a writing output device, the team may decide to ask an occupational therapist for technical assistance regarding comparison information on the student’s speed and accuracy with handwriting and keyboarding skills.

Each overhead or flip chart page should include the student’s name, date, and a list of team members present.

Source: Materials adapted from the Process and Procedures for Consideration of Assistive Technology Intermediate District 287, March, 1999 and the Minnesota Assistive Technology Guidelines, Division of Special Education, Minnesota Department of Children, Families & Learning, April 2000.

PROBLEM IDENTIFICATION (1 of 3)

Student IEP and Minnesota Graduation Standards

Strengths/Abilities/Motivators/Success Stories:

Needs:

Long range goals:

Assistive Technical Accommodations—What is in place?

Unanswered questions:

PROBLEM IDENTIFICATION (2 of 3)

Environmental Considerations

List performance assessments for the current school year:

1. _____
What are the content and critical elements of this performance assessment?

2. _____
What are the content and critical elements of this performance assessment?

Other environmental factors:

Student Schedule Periods

1 5

2 6

3 7

4 8

PROBLEM IDENTIFICATION (3 of 3)

Tasks

What does the student need to do?

- 1. Task: _____
 - Completes with peers
 - Same rigor as peers = Pass State
 - Needs individual modification = Pass Individual
 - Cannot complete = Exempt
 - Don't know = Use GS SETT
- 2. Task: _____
 - Completes with peers
 - Same rigor as peers = Pass State
 - Needs individual modification = Pass Individual
 - Cannot complete = Exempt
 - Don't know = Use GS SETT
- 3. Task: _____
 - Completes with peers
 - Same rigor as peers = Pass State
 - Needs individual modification = Pass Individual
 - Cannot complete = Exempt
 - Don't know = Use GS SETT
- 4. Task: _____
 - Completes with peers
 - Same rigor as peers = Pass State
 - Needs individual modification = Pass Individual
 - Cannot complete = Exempt
 - Don't know = Use GS SETT

TOOLS/STRATEGIES IDENTIFICATION (1 of 3)

Generated Options

Adaptations and assistive technologies.

What are features of a tool that might provide greater participation for the selected tasks?

Strategies? (*Brainstorming only—no decision. Star top 3.*)

Unanswered questions?

TOOLS/STRATEGIES IDENTIFICATION (2 of 3)

Prioritize Selections

Discuss and select best ideas from brainstorming. List and prioritize.

- 1.
- 2.
- 3.

TOOLS/STRATEGIES IDENTIFICATION (3 of 3)

Implementation Plan

Trial:
What are we trying? For how long? When? Who is responsible?

Criteria for measuring success:

- Documentation on IEP:
- Pass State
 - Pass Individual
 - Exempt
 - Assistive Technology (devices and/or services)

Follow-up plan:
Who & when
Set specific date now

IEP Group Planning Summary

Environmental Considerations

(page 2 of 5)

Period	Subject	Performance Assessment
1		<input type="checkbox"/> Yes <input type="checkbox"/> No
2		<input type="checkbox"/> Yes <input type="checkbox"/> No
3		<input type="checkbox"/> Yes <input type="checkbox"/> No
4		<input type="checkbox"/> Yes <input type="checkbox"/> No
5		<input type="checkbox"/> Yes <input type="checkbox"/> No
6		<input type="checkbox"/> Yes <input type="checkbox"/> No
7		<input type="checkbox"/> Yes <input type="checkbox"/> No
8		<input type="checkbox"/> Yes <input type="checkbox"/> No

School year 20____	1. Performance Assessment	2. Performance Assessment	3. Performance Assessment	4. Performance Assessment
Content Areas				
Critical Elements				

IEP Group Planning Summary

Tasks (page 3 of 5)

Student Name

Date

Indicate with
Y=Yes or N=No

Completes
Task with
Peers; Same
rigor as peers
= Pass State

Needs
Individual
Modification
= Pass
Individual

Cannot
Complete =
Exempt

Don't Know
= Use
GS SETT

Performance Assessment Tasks

Performance Assessments

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

1.

2.

3.

4.

5.

6.

IEP Group Planning Summary	Tools—Adaptations: Accommodations and Modifications (page 4 of 5)
Name tasks from previous section that raised uncertainty (GS SETT).	List the generated adaptations. Star or circle the prioritized options.
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	
Performance Assessment _____ Tasks:	

IEP Group Planning Summary**Implementation Plan**

(page 5 of 5)

Student Name _____

Date _____

Will any of the prioritized adaptations necessary for the completion of the Minnesota Graduation Standards require a trial period or an extended consideration?

Yes No

If so, what criteria will be used during the trial to measure the adaptation's effectiveness? _____

When will this adaptation be initiated? _____

How long? _____

Who is responsible _____

Documentation on IEP

Performance Assessment(s)	P.S.	P.I.	E.	Adaptations/Assistive Technology

Follow-up Plan

To-Do List	Who is Responsible?	Targeted Completion Date
1.		
2.		
3.		
4.		
5.		
6.		

Was another meeting scheduled? Yes (date) _____ No

Notes