Section 3: Team Consideration

Student:_____ **School Site:**_____ **Date of Teaming:** _____

Participants [Name/Role]	

Step 1: Student Abilities and Needs

Characteristics that are STRENGTHS for this student:	General characteristics that are potential BARRIERS to learning:
#1: _____	• _____
#2: _____	• _____
#3: _____	• _____
#4: _____	• _____

Areas of Need: For each area of need, look at this student's variability (which content areas student struggles with, additional data reviewed), and identify the primary challenge that needs addressing:

☐ Math	
☐ Reading/Foundations	
☐ Reading for Content	
☐ Writing/Mechanics	
☐ Writing/Composing & Use of Language Conventions	
☐ Speaking/Listening	
☐ Executive Functioning	

Modified from the SETT (Student, Environment, Task and Technology) framework developed by Joy Zabala, Ed.D., ATP. The SETT framework was developed to aid in gathering and organizing information needed to complete the consideration process and make appropriate assistive technology decisions.

Step 2: Using the UDL Guidelines, identify 3-5 areas of instructional planning that need to be in place in order to address this student's variability:

Provide Multiple Means of Engagement	Provide Multiple Means of Representation	Provide Multiple Means of Action & Expression
☐ Provide options for recruiting interest • • •	☐ Provide options for perception • • •	☐ Provide options for physical action • • •
☐ Provide options for sustaining effort and persistence • • •	☐ Provide options for language & symbols • • •	☐ Provide options for expression & communication • • •
☐ Provide options for self-regulation • • •	☐ Provide options for comprehension • • •	☐ Provide options for executive functions • • •

Considering the UDL strategies the team identified to focus on:

Are additional strategies or tools needed?	☐ **No,** the team will explore incorporating these UDL supports prior to moving forward with additional problem-solving
	☐ **Yes,** move on to Step 3

Step 3: Prioritizing. Use the following questions to guide the identification of THREE specific areas the team will address in identifying student-specific strategies or tools.

What are other student's doing that this student needs to be able to do?

What does this student need to be able to do that is difficult or challenging to do independently at this time?

	Priority	**Environment** (in which classes, or settings, or activity are additional tools needed?)
#1:		
#2		
#3		

Strategy or Tool Exploration:		
What is the Task? **Strategy or Tool Features Needed**	**Using the FlipKit as a Guide, Identify Tools:**	
	Using/Available Now	**To Explore**

Step 4: Action Plan								
Steps/Responsibility	UDL/AT Coach							**Due Date**

Additional Notes: _____

_____

_____

_____

_____