

IEP Group Activity – SETT Framework Guide for Anna
Group: Carol Hom, Adrienne LaGier, Tricia Ryan, Yesim Yilmazel-Sahin
EDUC 477 – Fall 2003

Student	Environments	Tasks	Tools	Strategies	SETT Implementation Plan
<p>Anna:</p> <p>10th grader</p> <p>15 yr old</p> <p>had former schooling in Chile</p> <p>average student</p> <p>perfect attendance</p> <p>her grades have started to drop this year</p> <p>History teacher:</p> <p>Anna is very anxious when giving oral presentations</p> <p>Rarely completes her classwork</p> <p>limited test/quiz taking skills</p>	<p>Anna's Environments:</p> <p>Students are taught with the lecture-note-taking method. Therefore, listening and comprehension during class time lecture deems to be a necessary skill the students need to possess.</p> <p>Anna writes notes in Spanish, which may or may not include correct translation or words.</p> <p>Enrolled in one ESL course (HOW MANY HOURS A WEEK?? WHAT KIND OF INSTRUCTION DOES SHE GET?)</p> <p>School is a two story building, where the wings are arranged by subject area; facilitating collaboration among teachers who teach like</p>	<p>Tasks for Anna</p> <p>Students are expected to perform at National Standard level.</p> <p>Acceptable level of reading, writing, calculation, understanding, and use of subject material in each class.</p> <p>After the students are introduced to the subject material, they are given in class activities, homework to reinforce their knowledge of the material. Tests and quizzes measure the student's knowledge and skills.</p> <p>Lots of oral reports, class discussions, or small group discussions.</p> <p>Written reports that</p>	<p>Tools/activities for Anna (from the history teacher perspective)</p> <p>Give constructive feedback, instead of negative feedback. (I wanted to cry when I saw how her chemistry teacher evaluated Anna's paper.)</p> <p>Encourage Anna to ask for help both in the classroom and outside the classroom.</p> <p>Teach her effective learning strategies such as note taking, selective attention, summarizing, questioning, predicting, etc.</p>	<p>Strategies to motivate the student's performance</p> <p>Small group activities, copies of the lectures (as hand-outs), one-on-one consultations with the teachers and/or one other student in the class. Offer the material in both Spanish and English so that she can reinforce her understanding of the material while seeing and remembering the material in English.</p> <p>The tools would help Anna hear, recognize, learn, use and develop words and sentences in English.</p>	<p>Plan for implementing assistive technology tools</p> <p>Tape the lectures, which Anna can listen to at home. Give Anna the material and assignments in her native language as well as in English. Have Anna listen to the text books on tape, so that she can hear the correct pronunciation of words and sentence development. Work in small groups in class, collaborate with one or two other students. Collaborate and consult with the teachers. Have Anna submit her questions in writing - English. Phonic lessons, activities.</p> <p>Timeline for implementation:</p>

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<p>does most of her homework except article reviews</p> <p>English teacher:</p> <p>Anna writes notes instead of listening to the class activities</p> <p>Her peers do not ask her opinion in group work</p> <p>Makes excellent and sound comments but without detail</p> <p>Limited social skills prevents her from contributing more</p> <p>Anna struggles with oral and written expression and skills in English. She also struggles with word recognition, comprehension, and application.</p>	<p>subjects.</p> <p>Computers in every classroom (at least one) with Internet access.</p> <p>Science and computer labs are located on the second floor.</p> <p>Appears to be surrounded by peers who do not value what Anna has to say or her attempts to participate in class.</p> <p>Anna does not work well in collaborative groups.</p> <p>Classes generally require oral reports, class discussions, and small group discussions.</p> <p>General ed teachers are aware of Anna's problems (but have not done much to help her?? Or unsure of how to help her??)</p> <p>HOME</p>	<p>require lots of academic writing.</p> <p>For Anna, the gap between student performance and instructional expectations includes not effectively taking notes during lecture, understanding the material, asking questions, participating and collaborating with the other students.</p> <p>TASK AT HOME???</p>	<p>predicting, etc.</p> <p>Anna to keep a learning log where she can communicate with her teachers informally. (Anna can evaluate and monitor her own progress as well as share ideas, questions and concerns with her teachers).</p> <p>provide multiple representations of content</p> <p>(high vocabulary density in academic content materials is an obstacle to comprehension and enjoyment)</p> <p>hands-on and performance-based activities</p> <p>Pictures,</p>		<p>Math:</p> <p>By November, given 10 problems requiring exponential computation, Anna will write the answers with 80% accuracy.</p> <p>By December, given 5 problems requiring word problems, Anna will recognize the question asked and calculate the answer with 80% accuracy.</p> <p>English:</p> <p>By November, given 10 new words, requiring spelling, word recognition, word and sentence useage. Anna will recognize, correctly spell, correctly pronounce and use the words with 80% accuracy.</p> <p>and strategies to support student performance:</p> <p>With the tools and strategies, Anna should be able to increase her English word recognition, increase her vocabulary and understanding the</p>
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<p>Since she was born and raised in Chile, English is a second language to Anna. Her exposure to English in Chile included several classes two hours a week concentrating on reading and writing. But the level of the English she studied was probably very basic (below High School level). Therefore, this may be the reason why she has trouble keeping up with the amount of reading and writing for the classes. Also, because she studied English mainly on reading and writing, her speaking skills were not developed well; especially at High School level.</p> <p>Guidance Counselor:</p> <p>Anna->classes this year seem very hard</p>	<p>ENVIRONMENT???</p> <p>Questions about home environment</p> <ul style="list-style-type: none"> ▪ <i>Do Anna's parents speak English?</i> ▪ <i>What is their education level?</i> ▪ <i>Does Anna get help with her assignments at home when she needs?</i> ▪ <i>Does she have a place to study/do her homework at home?</i> ▪ <i>Is she asked to do chores at home that take a lot of time (like babysitting her siblings or cooking)?</i> ▪ <i>Does she work part time? If yes, how many hours per week?</i> ▪ <i>What are Anna's parents'</i> 		<p>diagrams, and graphic organizers</p> <p>(In order to help Anna develop vocabulary, her teachers can illustrate meanings with pictures, diagrams or graphic organizers as much as possible. Anna can refer to these pictures, diagrams or graphic organizers during the rest of the lesson/unit.)</p> <p>Field trips to help expand the students' background knowledge (or virtual field trips on the Web can serve as educational expeditions for students)</p> <p>Low-Tech:</p>		<p>questions asked in the word problems. Therefore, developing correct pronunciation of words, as well as confidence in public speaking.</p> <p>Training the student and staff need:</p> <p>Anna:</p> <ul style="list-style-type: none"> * how to use the tape recorder; functions and maintenance * how to research information on the Internet and library * how to use the computer's applications * how to use the books-on-tape <p>Teachers:</p> <ul style="list-style-type: none"> * how to modify the curriculum with the additional resources for Anna * how to translate the subject matter into Anna's native language * how enhance their teaching methods to
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<p>hard</p> <p>Anna wants to achieve better grades. She is not satisfied with the C's she is getting.</p> <p>Anna thinks that her limited English skills make it hard for her to do the amount of reading and writing required by her classes.</p> <p>Took English classes in home country, only two hours a week with focus on reading and writing.</p> <p>Anna thinks she has limited speaking skills.</p> <p>All her other classes are mainstream classes</p>	<p><i>expectations? Are they supportive of Anna? Are they aware of the difficulties Anna is facing at school?</i></p> <p>Human Resources:</p> <p>Teachers - Science, History, English (ESL), Math - knowledge in the particular subject and Anna's knowledge, ability, skills, and experience of the subjects.</p> <p>Guidance Counselor - knowledge of the teachers, subjects, school system, and methods of teaching, learning and assistance.</p> <p>School Board - knowledge of the State requirements, regulations, programs, funding, and other resources.</p> <p>Parents and siblings - knowledge of Anna's personality, knowledge, skills, abilities, moods,</p>		<p>Tape recorder, books on tape or on the Internet, taped lectures, dictionaries – in English and Spanish, thesaurus – in English and Spanish, time in the library for research; assistance with the research methods, including on the Internet, reading periodicals - newspapers, magazines, journals, visual learning tools, talking calculator, word cards, phonic cards and books, low tech aids to find materials, highlight text, test taking skills, give examples of work Anna can emulate.</p> <p>Hi-Tech:</p> <p>Portable word processor/computer, computer aided note-taking, computers that talk (screen and text reader), software programs with</p>		<p>teaching methods to include visual as well as other forms of communicating to the students</p> <p>* how to organize assignments to include small group activities rather than large group activities; to enhance participation between the group members.</p> <p>Effectiveness of this intervention be measured:</p>
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<p>Prefers lectures to taking notes, but sometimes she cannot keep up with the speed and amount of the lectures.</p> <p>Likes to work alone at home, where time is not a constraint.</p> <p>Doesn't like class discussions because she has limited speaking skills.</p> <p>Gets embarrassed when she makes a mistake. Other kids laugh at her.</p> <p>Speaking is a challenge for Anna.</p> <p>Does not like to participate in class activities.</p> <p>She does not ask</p>	<p>intercurricular activities.</p> <p>Friends - knowledge and interaction with Anna</p>		<p>grammar, spelling, vocabulary capabilities, word prediction, and pronounce challenging words, software for manipulation of objects and cueing for math computation, software for organization of ideas and studying, talking word processor for multisensory typing, optical recognition systems, use of a scanner, speech recognition systems, multimedia software for expression of ideas, electronic/talking dictionary/thesaurus/spell checker.</p> <p>Provide access to the course materials</p> <p>Class notes: Mainstream teaches can make his or her class notes available to Anna</p>		
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<p>for help.</p> <p>Anna daydreams and become detached from the classroom.</p> <p>Math (Algebra):</p> <p>Anna's math performance averages 53.3 percent. She performs above average on quizzes (61.7 %) and homework (55.6%), whereas she only performs at the 50 percentile on tests.</p> <p>Anna needs help with oral and written expression in English. She also needs help with word recognition, comprehension, and application.</p>			<p>available to Anna.</p> <p>Resources: Having resources such as a library, dictionaries, thesauruses, online dictionaries, thesauruses readily available in the classroom will allow Anna to be more independent during in-class assignments and activities.</p> <p>Tapes from class: Making audiotapes of classes for Anna would allow her to review the course material when she goes home.</p> <p>Books on tape: Anna can make use of books on tape to facilitate her comprehension of</p>		
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			<p>the course material.</p> <p>The tools would help Anna hear, recognize, learn, use and develop words and sentences in English.</p> <p>Provide multiple options for expression:</p> <p>Anna must be given every opportunity to express her full abilities and achieve her full potential. For example, instead of asking for an oral report all the time, allow students to express their ideas with a poster or drama.</p> <p>Teach Anna's general ed. teachers some ESL strategies</p> <p>Encourage</p>		
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			collaboration between Anna's teachers		
			Encourage collaboration between Anna's parents and her teachers.		