

*Activity-Based Implementation and Evaluation Plan Summary  
(Used as SETT Scaffold for Implementation and Evaluation Planning)*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Planning/Implementation Team Members: \_\_\_\_\_

Area(s) of concern targeted for change: \_\_\_\_\_

STEPS	QUESTIONS	PLANS
1	Describe important, frequently occurring activities that provide embedded opportunities for the student to develop and use priority skills. <i>Include when, where, and with whom they take place.</i>	
2	Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.	
3	Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities. <i>Provide viable options for performance.</i>	
4	Determine additional strategies, accommodations, or modifications which will be used to encourage the student's participation in the activity to be more active and powerful.	
5	Determine when and how tools and strategies will be used within the activity. <i>Under what conditions? When what happens?</i>	
6	Describe cues to be used to support student learning and success. <i>Include strategies for fading cues.</i>	
7	Describe the major area(s) of expected change ( <i>Communication, participation, productivity</i> ) and ways in which change is expected to occur. ( <i>independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.</i> )	
8	Describe what successful participation in this activity or use of this skill "looks like" for this student in an observable, measurable way. <i>What is the minimum performance criterion for success?</i>	
9	What factors might undermine reaching success? <i>How will they be captured in the data?</i>	
10	Determine what, when how, and by whom data will be collected and analyzed for evidence of change? <i>What will it take to convince you and others that the student is making progress?</i>	
11	Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made? <i>If change in the plan is indicated, is it in the tool(s), strategies, cues, skills, tasks, or other dimension?</i>	
12	Determine action steps. What will be done by whom? By when? Evidence?	