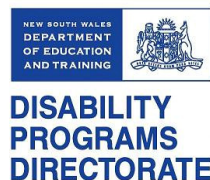
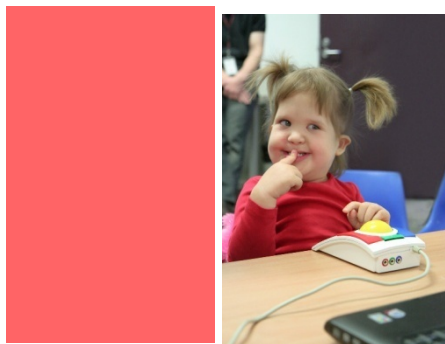


# Ready, SETT, Go...

## Matching Support to the Learner – The SETT Framework in Practice



# Access for every student

- *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require that students with a disability are treated on the same basis as a student without a disability. Schools are required to make reasonable adjustments to accommodate students and provide access to curriculum.
- The Department of Education and Training's *Curriculum Planning and Programming, Assessing and reporting to Parents K-12* accounts for the needs of every student.



# What is assistive technology?

Assistive technology can enable or enhance student education when it is tailored and specific to the individual student and the learning outcomes they are to achieve. It includes a wide range of low and high tech strategies, products, devices or equipment used to support the functional capabilities of students.



# Other definitions

“Any item, piece of equipment, or product system whether acquired off the shelf, modified, or customised, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.”




-Independent Living Centre Australia

“For most people, technology makes things easier. For people with disabilities, technology makes things possible.”

- Mary Pat Radabaugh, IBM National Support, Center for Persons with Disabilities



# What we know

-  Assistive technology enhances curriculum access
-  Assistive technology can provide students with a method to communicate
-  Assistive technology allows students with disabilities to participate in learning activities alongside their peers



# Challenges

## What if

- ▶ technology does not meet the individual needs of students with a disability
- ▶ sometimes the wrong technology is in the wrong environment
- ▶ reluctance to use technology in the classroom
- ▶ technology is not being used
- ▶ insufficient training for the user and support staff



# Using the SETT framework



# The SETT Framework

The SETT Framework is a structure for gathering data in order to make effective assistive technology decisions.

**S** Student

**E** Environment

**T** Tasks

**T** Tools





# Where did the SETT framework originate?

Developed by Joy Zabala in 1996 in consultation with educational personnel in USA in response to difficulties matching needs of students with assistive devices.

Joy Zabala



# The SETT Framework

- promotes a focus on what needs to be done for the student to participate and make progress on their educational goals
- promotes collaboration between those with relevant knowledge to support the student's access to the curriculum
- builds on the strengths and addresses areas for improvement identified through the monitoring of the current agreement



# The SETT Framework

## The STUDENT

- What does the student need to do?
- What are the student's special needs?
- What are the student's current abilities?



# The SETT Framework

## The ENVIRONMENT

- What materials and equipment are currently available in the environment?
- What is the physical arrangement? Are there special concerns?
- What is the instructional arrangement? Are there likely to be changes?
- What supports are available to the student?
- What resources are available to the people supporting the student?



# The SETT Framework

## The TASKS

- What naturally occurring activities take place in the environment?
- What is everyone else doing?
- What activities support the student's curricular goals?
- What are the critical elements of the activities?
- How might the activities be adjusted to accommodate the student's special needs?
- How might technology support the student's active participation in those activities?



# The SETT Framework

## The TOOLS

- What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?
- What strategies might be used to promote access and increase student performance?
- How might these tools be trialled with the student in the environments in which they will be used?



# Assistive Technology Services

## Northcott Society - CATS



Computer Assistive Technology Service

## The Spastic Centre - TASC

Technology solutions for computer  
Access, Seating and Communication



# Jamieson



Education  
& Training

NSW Public Schools – Leading the Way [www.det.nsw.edu.au](http://www.det.nsw.edu.au)





# Jamieson

Student	Environment	Tasks	Tools
<p>Spinal Muscular Atrophy, Type ii                      Degenerative                      Decreased muscle strength                      Tremors                      Decreased fine motor skills                      Fatigue                      PWC</p>	<p>Kindergarten                      Mainstream school and class                      Rural area                      Completes written tasks and other activities on wheelchair tray or height adjustable table</p>	<p>Completing written work as required for key learning areas                      Using classroom computer</p>	<p>One interactive whiteboard in school                      Windows XP desktop in classroom – used once/week                      Windows XP laptop at home                      Height adjustable table</p>



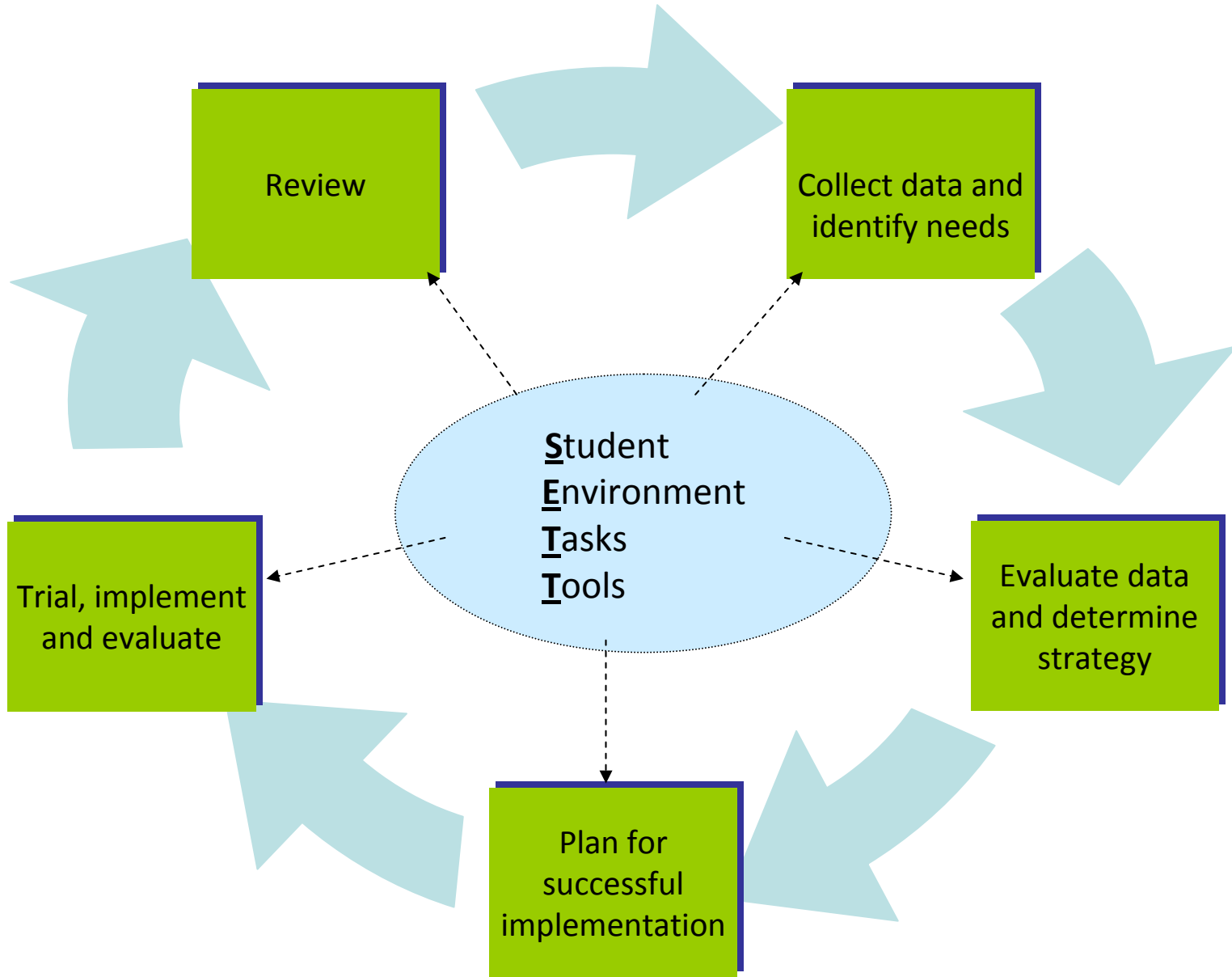
# Jamieson - Identification of needs

Learning Activity	Tasks involved	Current issues to Completing tasks	Environment/s where tasks performed	Strategies/tools to enable participation
Developing literacy skills	<p>Recording material written on the board</p> <p>Completing worksheets</p>	<p>Fatigues quickly when writing</p> <p>Fine motor skills are deteriorating resulting in work becoming less legible</p>	<p>Written material is completed on Jamieson's wheelchair tray or on height adjustable table</p>	<ul style="list-style-type: none"> <li>• Scribe</li> <li>• Handwriting aids - larger pencil, pencil grip</li> <li>• Armrest</li> <li>• Adapted table</li> <li>• Electronic notetaker</li> <li>• Interactive whiteboard</li> <li>• Mouse alternative</li> <li>• Keyboard alternative</li> <li>• Computer</li> </ul>




	Describe important functions needed to address the students current issues across each row				
Strategies/ Tools	Reduces fatigue	Assists with fine motor activities	Reduces frustration	Available directly to the school	Requires support and training
Scribe/ teachers aide	Yes	Yes	Does not promote independence	Need to apply to region	No
Handwriting aids	No	Yes	Yes	Yes	No
Trackball mouse	Yes	Yes	Yes	Need to apply to region	No
Compact Keyboard	Yes	Yes	Yes	Yes	No
Interactive whiteboard	Yes	Yes	Yes	School has one available	Yes
Electronic Notetaker	Yes	Yes	Yes	Need to apply to region	Yes
Laptop	Yes	Yes	Yes	School needs to fund	Yes





# What's Next?

 Trialling the SETT framework in schools

 Supporting regional and school staff to use the framework

 Using the framework as a guide

