

Making Informed Decisions About Assistive Technology Utilising the SETT Framework

Greg O'Connor

Making a Difference: A SPECIAL EDUCATION EXPO 2008

Scissors

beats paper



Paper
beats rock

**Making Informed
Decisions About
Assistive
Technology**

Rock

beats scissors



Presentation Outline

- Provide an overview of the North Coast Assistive Technology Project, NSW.



----- RAP ----

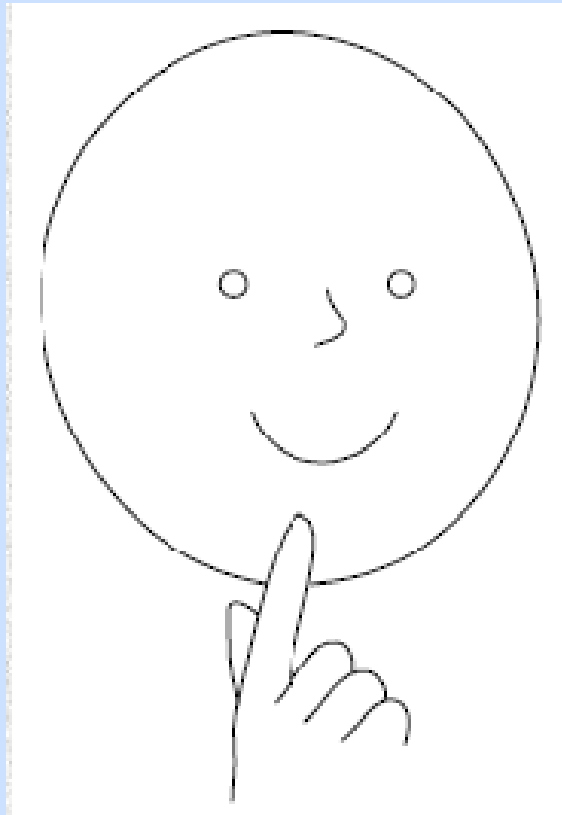
- Outline the SETT framework.



----- RAP ----

- The SETT framework in action.

Reflection And Planning



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Presentation Information

Information and documents relating to this presentation can be found :

gregoconnor.wikispaces.com/

Definitions

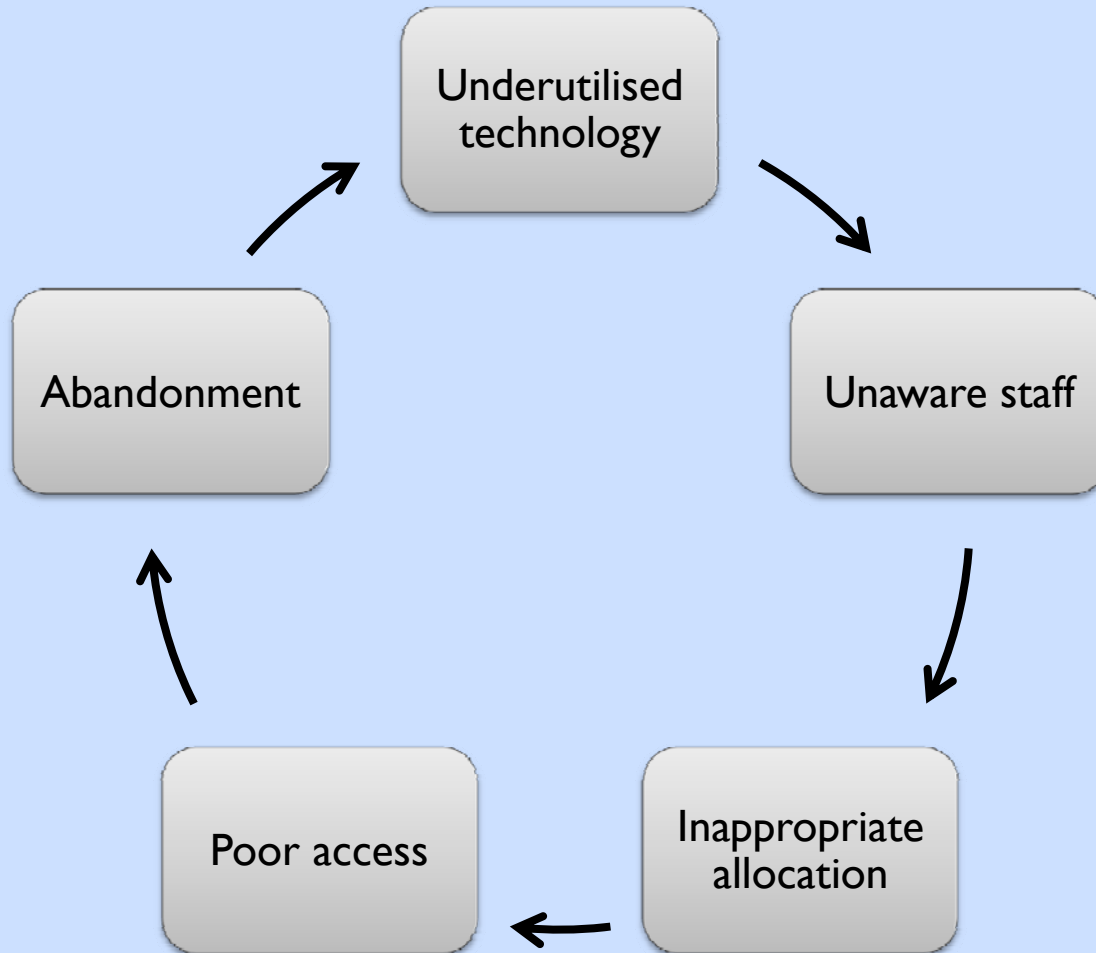
- Assistive Technology (AT) – digital technologies
- but
- E-inclusion – “emphasises the interaction between digital tools, context and people, and focuses attention on the activity”

Abbott (2007)

NSW North Coast Assistive Technology Project

- Review research and examine practice
- Consideration, allocation and implementation of assistive technology
- Future Directions

AT Project Baseline



AT Project Initiatives

- Mentoring Project
- Whole school approach to Clicker 5
- Development of professional communities
- Review of assistive technology training lab model

AT Mentoring Project

Two Schools in the NSW North Coast Region were selected to participate in the “Professional Learning Trial into the effective utilisation of Assistive Technology (with mentors)”

AT Mentoring Project

Implementation Stages:

1. Student Identification and profiling
2. Completion of SETT and development of implementation plan
3. Implementation
4. Evaluation and follow-up

AT Mentoring Project

Available tools and procedures for considering and allocating AT were reviewed.

The SETT framework was chosen:

SETT
(Student Environment Tasks Tools)¹

¹Zabala, J. (2005).

AT Mentoring Project

In our first mentoring visits, we didn't look at any Assistive Technology – we used the

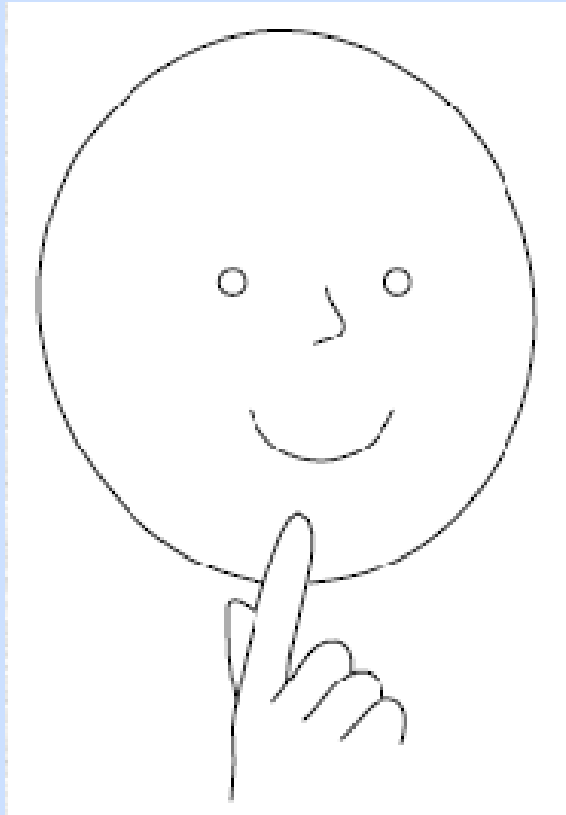
SETT (Student Environment Tasks Tools)

framework as a tool to discuss and analyze students' abilities and identify specific – targeted areas where the student required additional support to participate in learning activities independently.

“Technology is a tool that serves a set of education goals, and if we don’t think about what we want the technology for the first, we end up with technology driven solutions that have very little impact on the lives of children in our educational system”

Linda Roberts- past Director of educational technology, U. S. Department of Education

Reflection And Planning



- How can we move on from a “device driven” mindset?
- Is this the case in what I do?

SETT

The SETT Framework is an organisational tool to help collaborative teams create **Student-centred**, environmentally useful, and tasks-focused tool systems that foster the educational success of students with disabilities.

Zabala, J. (2005).

SETT

- Student Centered
- Shared knowledge and collaboration
- Multiple perspectives
- Communication
- Pertinent information and resources
- Flexibility
- Ongoing processes
- Collaboration

SETT

- Team Approach
- Student
- Parent / Family / Significant Other
- School personnel
- Other personnel



SETT

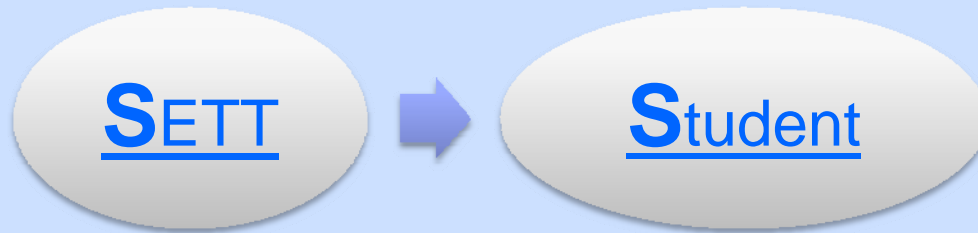
Student

Environment

Tasks

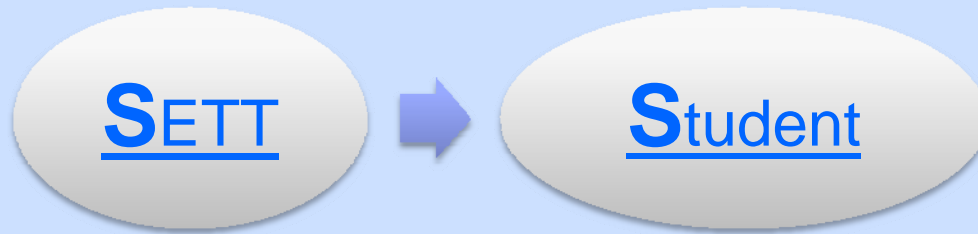
Tools

Zabala, J. (2005).



- What are the student's current abilities?
- What are the student's special needs?
- What are the functional areas of concern?
- What are the other students doing that this student needs to be able to do?
- What does the student need to be able to do that is difficult or impossible to accomplish independently at this time?

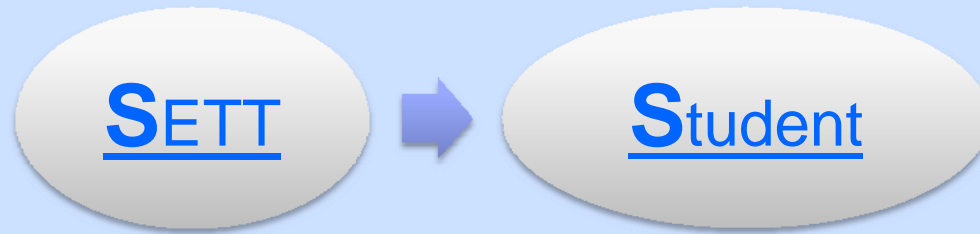
Zabala, J. (2005).



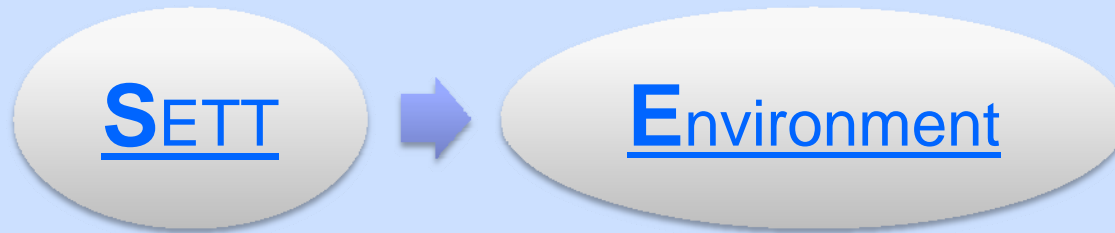
Bowser, G., & Reed, P. (2001). *Hey Can I Try That? A Student Handbook for Choosing and Using Assistive Technology.*

Available from:

<http://www.edtechpoints.org/TechPointsDocs/Hey.pdf>

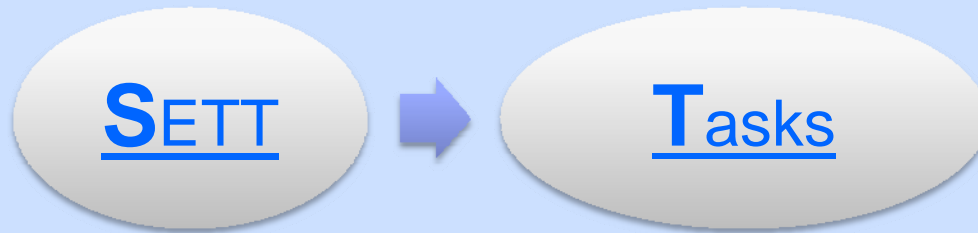


It is SETT not TSET!



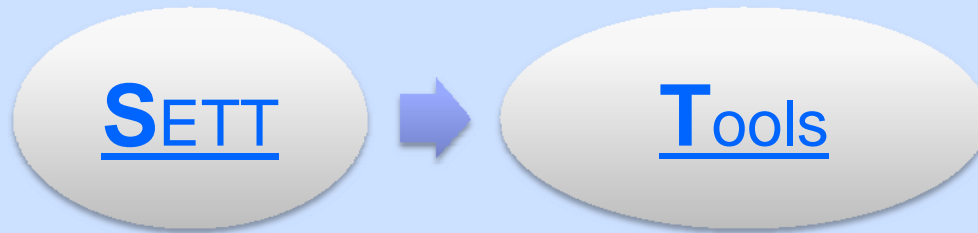
- What activities take place in the environment?
- Where will the student participate—classroom, home, community, therapy?
- What is the physical arrangement?
- What activities do other students do that this student cannot currently participate in?
- What assistive technology does the student have access to or currently use?

Zabala, J. (2005).



- What specific tasks occur in the environments?
- What activities is the student expected to do?
- What does success look like?

Zabala, J. (2005).

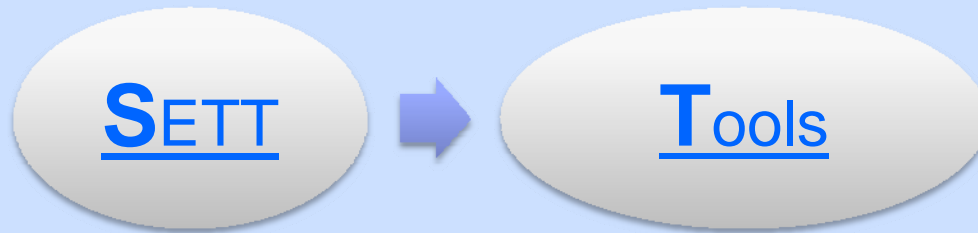


- Tools are devices and services—anything that is needed to help the student participate and benefit from.
- Tools are on a continuum from no/low to high-tech.
- Tools must be student centered and task oriented and reflect the student's current needs.
- Describe tool features that are needed rather than brand names.
- Identify skills the student needs to use the tool. Consider the cognitive load required!
- What are the training requirements for students and staff?

Zabala, J. (2005).

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Tool Selection

Identify what tools may address the tasks the student is experiencing difficulty with.

- Begin with no-/low tech strategies
- Reinforces least restrictive options
- Simple to use and acquire
- Accepted by student, family, and peers.
- Student may require a range of strategies for an individual task.
- Consider no/low-tech options as a back up for mid- or high-tech options.

Zabala, J. (2005).

Assistive Technology Continuum

- Assistive Technology is a continuum of tools, strategies, and services that match a student's needs, abilities, and tasks.

Low-Tech Tools

Pencil grips
Color coding
Highlighters
Slanted surfaces
Reading and writing guides
Enlarged worksheets

Mid-Tech Tools

Books on tape
Talking spell checker, dictionary
Word processor
Tape recorder
Adaptive eating utensils
Switch controlled toy, light, blender

High-Tech Tools

Text readers
Voice recognition
Environmental control devices
Augmentative communication device
Software for manipulation of objects
Electronic books

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Assistive Technology Continuum

Access to books – Low/Lite Tech solution.



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Assistive Technology Continuum

Access to books – Mid Tech solution.

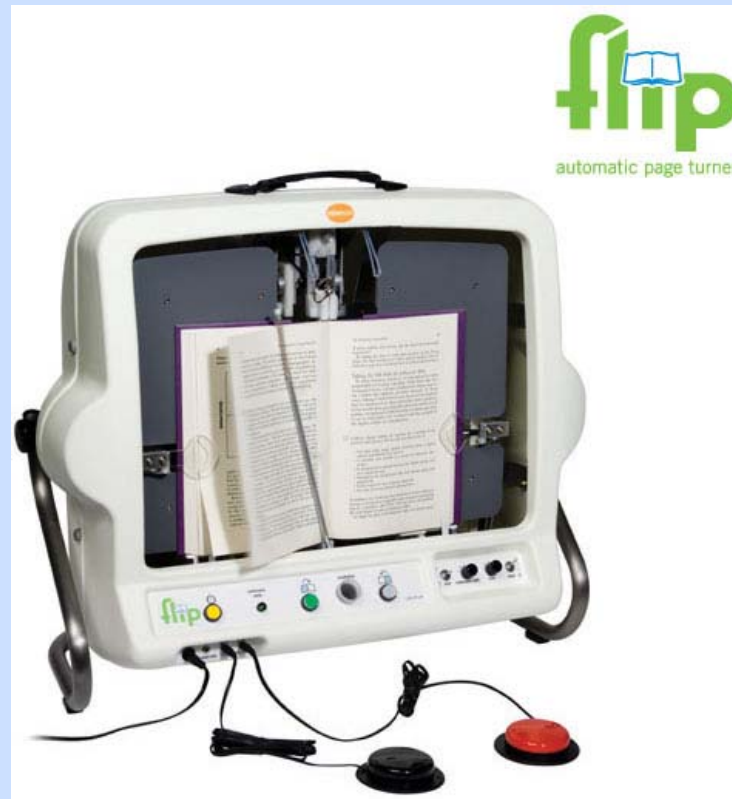


Book Worm by AbleNet

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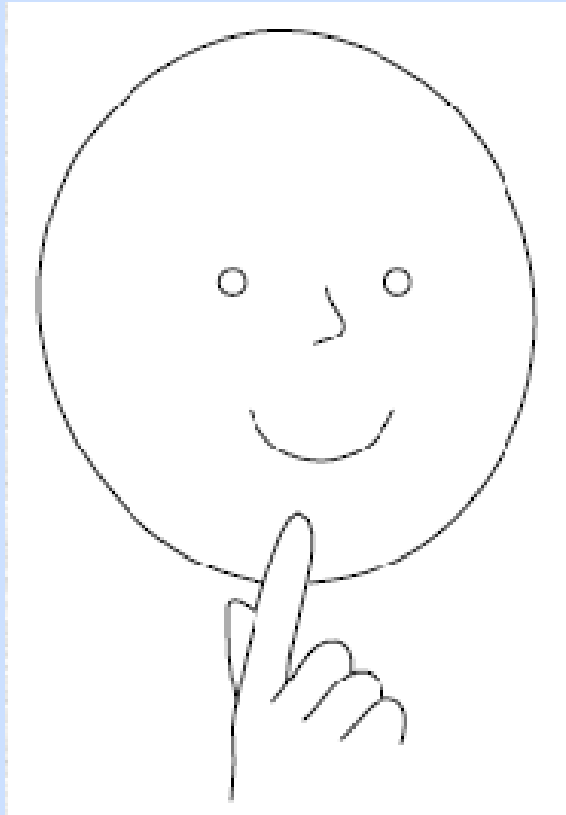
Assistive Technology Continuum

Access to books – High Tech solution.



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Reflection And Planning



- How can we recommend quality AT solutions and tools if we don't know what all the options are?
- How does the SETT framework fit with what I do?

Implications for Schools

- Assistive Technology paradox
- Acceptance by student, school staff, specialists and family of AT tool essential
- Follow up support and training for school staff and student
- Revisit SETT process at least annually to review changing curriculum access needs
- Management plan required

Implications for Schools

Training

- Who is going to need training (student, teacher, parents, TAS)?
- Who will do the training?
- How much time will it take to train?
- When will the training be scheduled?
- What is the cost? Is training provided free by manufacturer or vendor?

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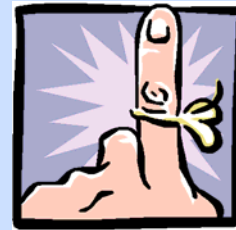
Revisit SETT

- How do we measure the impact of assistive technology? How will data be collected and used?

Remember!

The SETT framework is ONGOING.

Re-SETTing is not starting over...



- It is a matter of keeping decision-guiding information accurate, up to date, and clearly inclusive of the shared knowledge of all involved

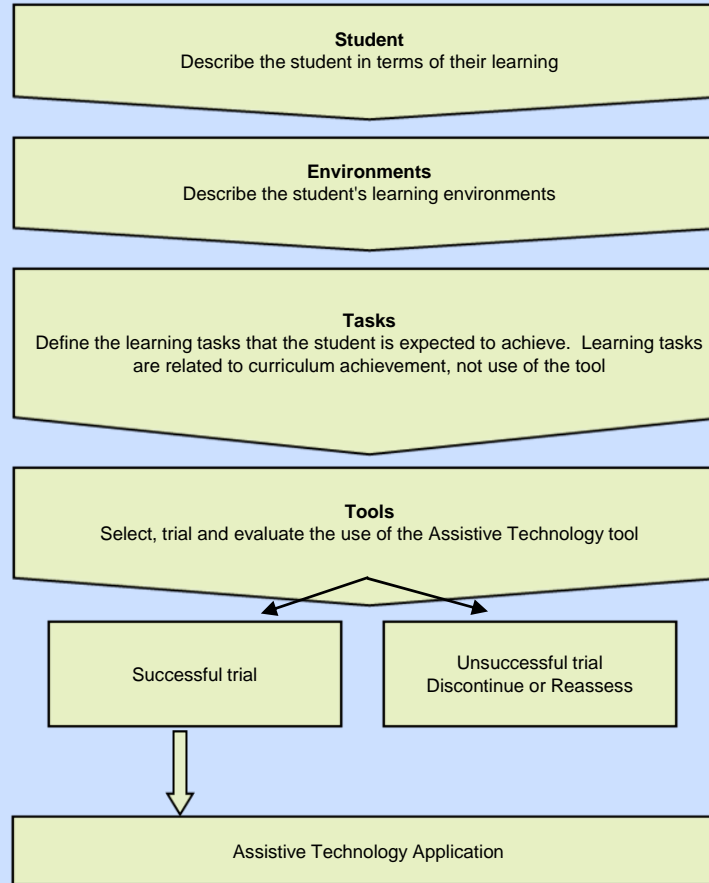
Zabala, J.

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Implications for Schools

New Zealand Ministry of Education's Assistive technology Framework

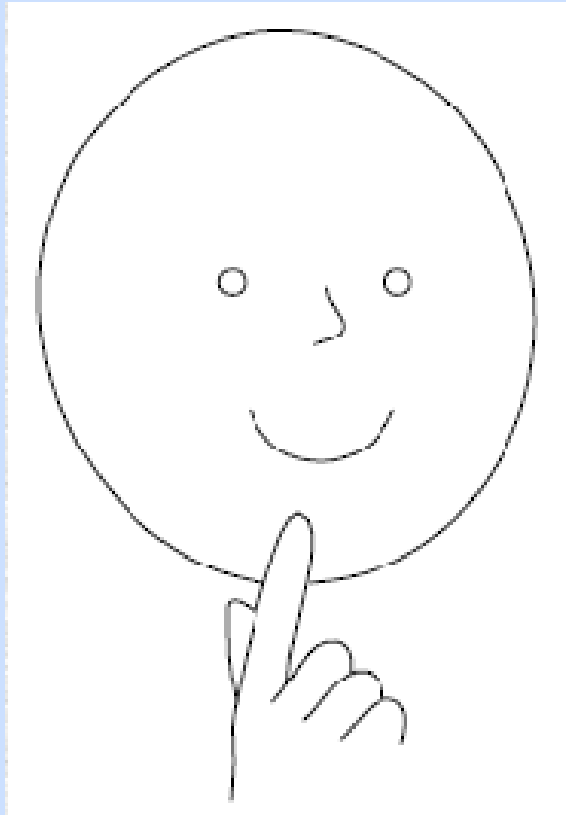


NZ Ministry of Education. *Assistive Technology Guidelines: Supporting Students with Special Education Needs . A guide to support schools and specialists to provide quality assistive technology services.*

http://www.minedu.govt.nz/web/downloadable/d17576_v1/7576-assistive-technology-guidelines-apr-08.pdf

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Reflection And Planning



- What am I going to do as a result of attending this session?

Assistive Technology Mentoring Project Quotes:

“We now have the confidence and desire to continue our learning in the use of assistive technology in the classroom”

“I have implemented the SETT process as common practice”