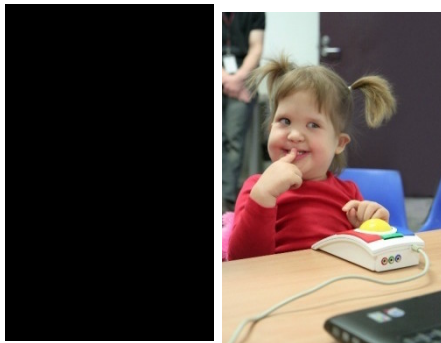


Curriculum Access Through Assistive Technology



**DISABILITY
PROGRAMS
DIRECTORATE**



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.



Education
& Training

NSW Public Schools – Leading the Way www.det.nsw.edu.au



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



Education
& Training

NSW Public Schools – Leading the Way www.det.nsw.edu.au



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?

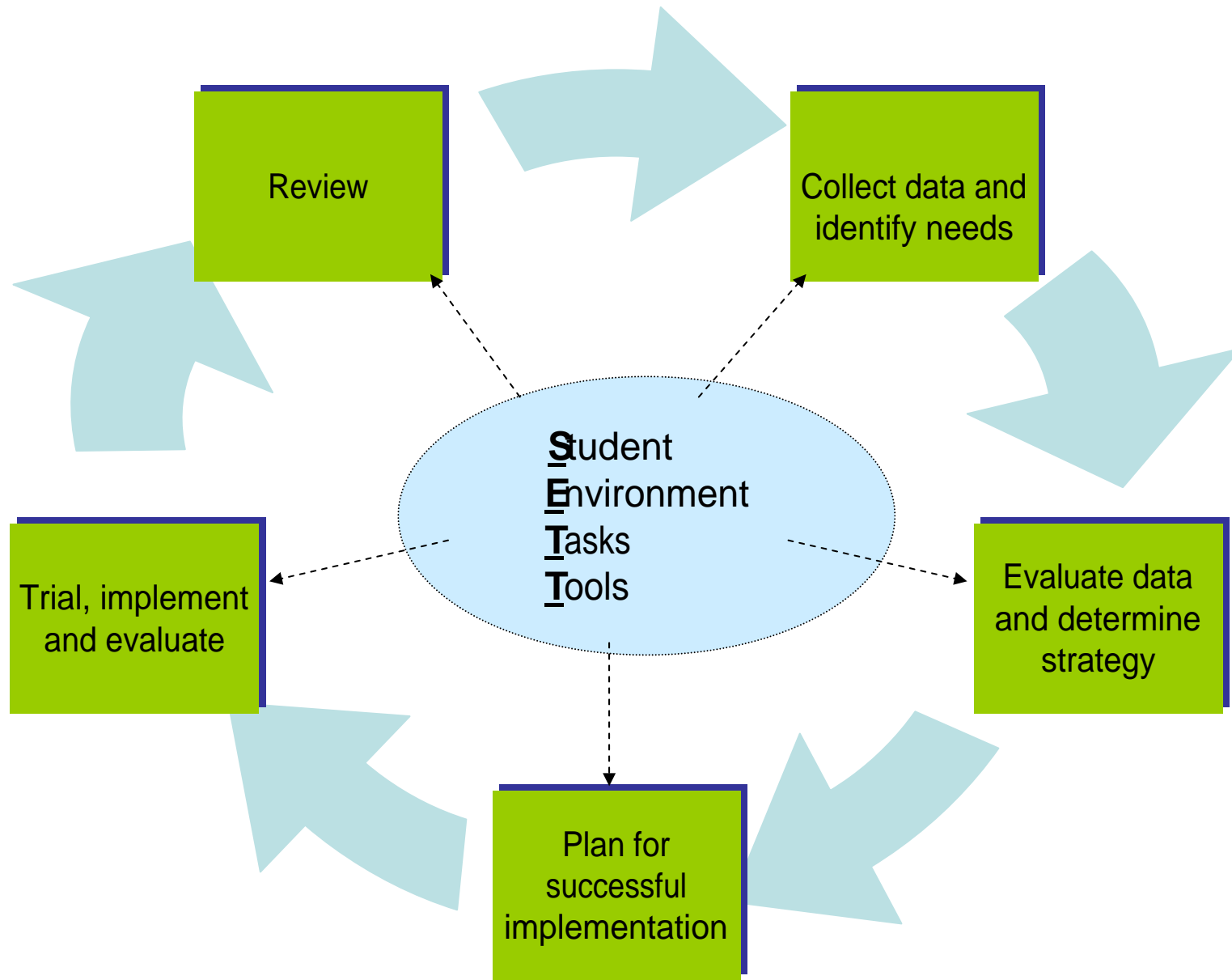


The SETT Framework




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?





What's Next?

-  Trialling the SETT framework in schools
-  Supporting regional and school staff to use the framework
-  Using the framework as a guide



Education
& Training

NSW Public Schools – Leading the Way www.det.nsw.edu.au

