Accessibility & Assistive Technology Application Activity

Description
This activity will give you the opportunity to explore different types of assistive technology and apply the SETT Framework to provide accessibility to a student in your context: whether it be your classroom, your school, or your country.

From the research brief, you may remember:
> *Practitioners must be fully aware of all the available AT options to facilitate a mindful and student-centered uptake of the tool or service. Moreover, the selection of devices and effectiveness in the provision of services are of the essence to ensure continuous use of AT tools since the lack of preparedness or effectiveness in service delivery can contribute to the abandonment or disuse of AT devices meant to support the user (Federici et al., 2014).*

This Application Activity Connects to the Following Module Objectives:
1. Identify types of assistive technology
2. Learn about supporting varying learners through assistive technology services

Purpose
The purpose of this activity is to deepen your understanding of accessibility and assistive technology.

Using the SETT Framework will help you to choose appropriate tools to meet the accessibility needs of your students. CEC (2025) shared, "Identifying the characteristics of a **S**tudent, the **E**nvironments in which the student learns and grows, and **T**asks required to be an active learner in those environments *before* trying to identify a system of **T**ools that enables the student to actively engage in the tasks in the environments"

Steps
1. Choose a student in your context that may need assistive technology
2. Download the SETT Scaffold for Consideration of AT Needs document
3. Work through the SETT Scaffold document; fill out as much of it as you can.
4. Choose new or additional assistive technology to be tried to address any continuing barriers. For resources and ideas, open the Assistive Technology Mega Collection site

compiled by Exceptional Student Services Division of the Arizona Department of Education.

5. Share the SETT Scaffold document with others, such as parents, related service providers, and other school staff that work with the student. Determine what will be provided, who will be providing the AT, and how long you will use it with the student

Reflection

Try the AT for 1 month; then, schedule a time to reflect on this activity and answer the following question:

- What did you learn about the assistive technology, your student, and your school community to provide appropriate AT that made the educational environment more accessible?
- What resources can you use to evaluate and provide assistive technology to your students?

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
I can identify types of assistive technology.	Identifies few types of assistive technology to help with the student; lacks understanding of its purpose or use.	Identifies some assistive technology to use with the student; limited examples or partial understanding of its purpose or use.	Clearly identifies a wide variety of assistive technology to use with accurate descriptions and examples.
I can use the SETT Framework to create an accessible environment for my learner through the use of assistive technology.	Completes the SETT Scaffold with minimal or or inaccurate connections between what the student needs and what assistive technology can provide for the student to gain greater access to the educational environment.	Completes the SETT Scaffold with some detail; makes basic connections between the student's needs, environment, tasks, and tools.	Completes the SETT Scaffold thoroughly and thoughtfully; clearly links student needs, environment, tasks, and tools.
I can reflect on the usefulness of the assistive technology for a student over	Provides a limited reflection that lacks depth or fails to connect the AT use	Provides a general reflection on the AT experience with some insight into its	Provides a detailed and insightful reflection on the impact of the AT over

time.	with the student and the student's needs.	usefulness and challenges when provided to the student.	time, including the student's needs and the AT provided.