Inclusive Education

Conversation Guide for the video:
Using Assistive Technology to Support Learning

Assistive technology for learning (ATL) helps students work around learning challenges and build on their strengths.

Key understandings

- Some educational technologies (such as word prediction, text-to-speech or speech recognition) are available for everyone as part of everyday life.

- A small number of students will need additional assistive technologies and specialized supports to more fully participate in learning.

- The SETT framework (Student – Environment – Task – Tools) provides key questions to help make decisions about which specialized tools and related strategies will make a difference for a student's learning.

- A trial use of selected technology by the student is an opportunity to collect information on its effectiveness and fit for the student's strengths, needs and preferences.

- The long-term success of the chosen assistive technology will depend on sufficient training and support, meaningful integration into learning activities, student willingness and motivation to use the technology and a commitment by the school team to support the use of technology for a sustained period of time.

- Assistive learning technology choices and use will evolve throughout a student's school career and beyond.

Questions for discussion

- The SETT framework is intended as a guide for an information gathering process. What are some ways school teams might collect this information?

- How can we ensure that students have continued access to the learning technologies and supports they need as they move from classroom to classroom or from school to school?

Research

Abbott, C., Brown, D., Evett, L., Standen, P., & Wright, J. (2011). Learning difference and digital technologies: a literature review of research involving children and young people using assistive technologies 2007–2010. In

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Alberta

ESRC Seminar Series: Researching Assistive Technologies.

Taking the Pulse at the School and Authority Level

- How is data being used to inform the selection, implementation and evaluation of assistive technology for learning at the classroom, school and authority level?

- What expertise and resources are available to support implementation of assistive technology for learning?

- How is your school authority supporting professional development needs of staff related to ATL?

Adapted from A Guide to Support Implementation: Essential Conditions ([www.essentialconditions.ca)](www.essentialconditions.ca)

For more information

- *[Learning Technologies: Information for Teachers](#)* provides information on how technologies can provide support and flexibility in how students access content, demonstrate learning and overcome barriers to learning.

- *[Making a Difference: Meeting Diverse Learning Needs with Differentiated Instruction](#)* - This Alberta Education resource provides information on selecting and using assistive technology.

- [Joy Zabala](#), developer of the *SETT framework*, provides information and making decisions about the selection of ATLL.

- The *[Wisconsin Assistive Technology Initiative](#)* (WATI) offers a downloadable student handbook for choosing and using assistive technology.

- *[Quality Indicators for Assistive Technology](#)* (QIAT) offers resources to support the use of ATL for student success.