Tricia Ratliff June 11, 2012

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| **Module:** | **Assistive Technology: An Overview** |

1. Name at least three items that could be considered AT and describe how those devices could support a student with a disability in the classroom.
   1. **Highlighting pen**: Teacher or student can use device to draw a student's focus to important points in their notes or books
   2. **Highlighter tape:** Student can use device to temporarily highlight in a textbook without making permanent marks.
   3. **Dycem:** Provides a “sticky mat” surface to help stabilize a student while seated. Can be placed on a surface to help stabilize a student’s paper, pen, utensils, etc.
   4. **Tape recorders:** Student can use device to listen to books on tape, to record and play back lectures, and to speak aloud assignments instead of writing them down.
   5. **Electronic magnifying instrument:** Student can use device to enlarge text on a page or even at a distance such as on a chalk board or poster.
2. Explain two reasons why it is necessary to consider AT for students with disabilities.
   1. With AT, some students are enabled to produce work at higher levels of quality and quantity than they otherwise could.
   2. AT provides students with extra support for meeting their educational goals and for improving the quality of their lives, as well.
3. Why is it important to consider both AT devices and services?

A student’s success depends on both – AT devices coupled with AT services. Most people will understand the need for the devices, but pay less attention to the services. However, an inappropriate device or an improperly-used device is of little of no value. Fortunately, the services make sure that the best device is chosen, and then, once chosen; the services make sure the device is used properly.

1. Describe three responsibilities of the Implementation Team.
   1. The Implementation Team looks at the student’s schedule throughout the day, thinks about the schedule in terms of the student’s goals and then determines what technology would match up with which classes and which goals.
   2. The Implementation Team defines who is responsible for the AT for the child.
   3. The Implementation Team develops a plan to help guide AT implementation and to ensure that activities related to AT are completed.
2. List three outcomes the Implementation Team can determine by evaluating a student's assistive technology.
   1. The Implementation Team can determine whether or not the AT is helping the student achieve his or her individual educational goals.
   2. The Implementation Team can determine if any modification to the AT is needed.
   3. The Implementation Team can determine whether any additional or new ATs are needed.
3. Imagine you are a seventh-grade general education language arts teacher and a student in your class has an upcoming IEP meeting. What types of information should you gather ahead of time to contribute to the discussion of the student's AT needs? Name at least four.
   1. Take note and be ready to report on the student’s strengths and weaknesses
   2. Take note and be ready to report of all of the strategies and accommodations you are already using
   3. Monitor and be ready to report on the student’s progress
   4. Identify the student’s learning and quality-of-life needs
   5. Attempt to become knowledgeable about available AT devices and services
4. During the meeting suggested in the example above, the IEP team recommends AT for the student. As a general education teacher, describe your role in the AT implementation and evaluation processes.
   1. Take note and be ready to report on whether or not the AT is isolating the student from his or her peers.
   2. Get trained on best methods of use for the AT device.
   3. Take note and be ready to report on the student’s strengths and weaknesses that are being supported well by AT or could be supported well by an alternate or additional AT.
   4. Monitor and be ready to report on the student’s progress.
   5. If applicable, be ready to share how buddies (other students) help the student use the AT.
   6. If appropriate, take note and be ready to report on what AT device is not working well and why.
   7. Communicate with family about what is and is not working with AT.