**AT Module: Initial Thoughts Assignment** Valerie Hyder

1. **What should teachers know about Assistive Technology and how it is used by students with disabilities?**

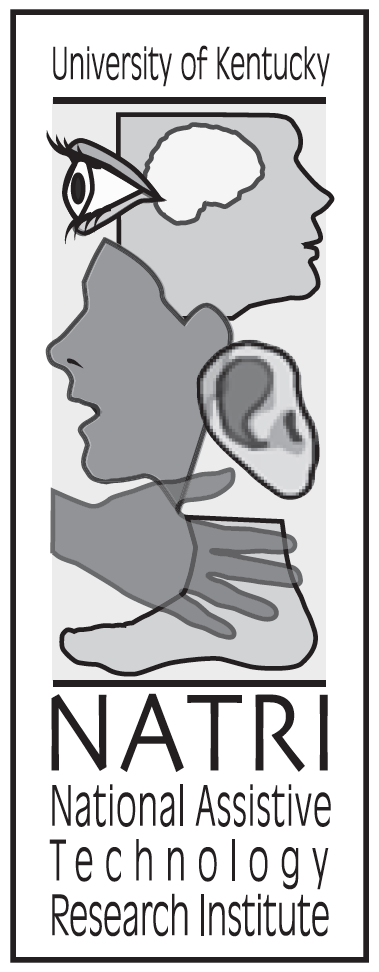
Teachers should have an understanding of what exactly Assistive Technology (AT) is – a device or service that helps a student with a disability meet their IEP goals and participate in general education as much as possible. I think teachers should receive training often to ensure that we are equipped with the knowledge necessary to effectively implement AT in the classroom without drawing unnecessary attention to the student(s).

1. **What are the school’s responsibilities regarding Assistive Technology?**

Schools must provide the appropriate AT for students who require the use of such, particularly if the use of AT is required by the student’s IEP. Furthermore, good teachers want their students to succeed. It is our responsibility to do what is necessary (within reason) to provide students with the appropriate tools to help them succeed. Schools should be willing to provide training for teachers in the use and implementation of AT.

1. **What can classroom teachers do to help their students fully succeed in their use of Assistive Technology?**

Teachers should have a variety of tools in the classroom that can assist students – not only those who require the use of AT, but for all students to access if necessary. Thinking back to my own classroom over the years, I’ve done many things and used many tools that would classify as Assistive Technology, without realizing that is what I was using. Some things that come to mind are: having calculators available for all students (when I taught Physical Science), providing large-print assignments and allowing for magnification on the computer for a student with sight difficulties, translation tools for my ELL students, and the use of programs such as USA Testprep, that will read aloud questions and answers to help students who have difficulty with reading.



**A**ssistive **T**echnology **I**mplementation **P**lan

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| **STUDENT INFORMATION** | | |
| Student Name | Grade | Date of Birth |
| Shiloh F. | 3 | 03/11/2007 |
| School | Date | AT Plan Review Date |
|  | 7/7/16 | 7/9/16 |

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| **POINT OF CONTACT**  (Individual assigned to keep the Implementation Plan updated) | | |
| Lacey Fort |  |  |

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| **EQUIPMENT** | |
| **EQUIPMENT AND SOFTWARE TO BE USED** | **STATUS (**e.g., owned by school, will purchase, will borrow, etc…) |
| Speak It text-to-speech extension for Google Chrome | Will download to Google Chrome web browser on student’s device |
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| **EQUIPMENT TASKS** | | |
| **TASK** (e.g., order/procure AT, load software, adapt/customize devices/software, set up  at home/school, maintain/repair, etc.) | **PERSON RESPONSIBLE** | **DATE DUE** |
| Download the extension to the web browser and help student customize settings to fit her needs and preferences | Valerie Hyder | 7/9/2016 |
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| **IMPLEMENTATION TEAM** | |
| **NAME** (List all individuals who will implement the AT with the student.) | **ROLE (**e.g., administrator, teacher, family member, service provider, etc…) |
| Valerie Hyder | Family member |
| Lacey Fort | Parent |
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| **TRAINING** | | | | |
| **TRAINING NEED** | **TRAINEES** | **TRAINER** | **DATES & TIMES** | **FOLLOW UP / ALONG PLAN** |
| How do download and enable Speak It extension and how to use Speak It on a web page | Shiloh F. | Valerie Hyder | 7/7/2016  10:00am – 12:00pm | Check for progress on 7/9/2016 |
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| **CLASSROOM IMPLEMENTATION** | | | |
| **IEP GOAL** | **CURRICULUM/DOMAIN (**e.g., math, science, PE, art, etc…) | **PERSON(S) RESPONSIBLE** | **AT NEEDED TO ACCOMPLISH GOAL** (List specific AT and customized settings if appropriate) |
| N/A |  |  |  |
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| **HOME IMPLEMENTATION** | | | |
| **IEP GOAL** | **CURRICULUM/DOMAIN (**e.g., math, science, PE, art, etc…) | **PERSON(S) RESPONSIBLE** | **AT NEEDED TO ACCOMPLISH GOAL** (List specific AT and customized settings if appropriate) |
| N/A |  |  |  |
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| **MONITORING/EVALUATION** | | | |
| **GOAL** | **INSTRUCTIONAL STRATEGY** (How will you teach student to use equipment and/or how to achieve goals.) | **RECORDING SYSTEM & FREQUENCY (**e.g., task analysis recording system;score + or - on data recording sheet) | **PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION** |
| Student will read short passages and remember the information | Student will take a quiz after reading a passage of information | Once a day for 3 days. | Valerie Hyder/Lacey Fort |
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**WATI Assistive Technology Consideration Guide**

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student’s IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, o software) that could be used to address this task? (If none are known, review WATI’s AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

Top of Form

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| **Task** | **A. If currently completes task with special strategies and / or accommodations, describe.** | **B. If currently completes task with assistive technology tools, describe.** | **C. Describe new or additional assistive technology to be tried.** |
| Motor Aspects of Writing |  |  |  |
| Computer Access | Student uses computer to complete assignments. |  | Speak It allows the student to replay information or slow the speed of the reading down to give her time to listen for the answer. |
| Composing Written Material |  |  |  |
| Communication |  |  |  |
| Reading | Student struggles with reading and comprehension. |  | Speak It allows student to have information from a webpage read aloud. |
| Organization |  |  |  |

*Assessing Students’ Needs for Assistive Technology (2009)*

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| **Task** | **A. If currently completes task with special strategies and / or accommodations, describe.** | **B. If currently completes task with assistive technology tools, describe.** | **C. Describe new or additional assistive technology to be tried.** |
| Math |  |  |  |
| Recreation and Leisure |  |  |  |
| Activities of Daily Living (ADLs) |  |  |  |
| Mobility |  |  |  |
| Positioning and Seating |  |  |  |
| Vision |  |  |  |
| Hearing |  |  |  |
| 5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.  The student will need to learn how to find and download the extension to their Google Chrome web browser and be shown how to use and customize the program. This should take a very short amount of time on our first meeting. | | | |

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*Assessing Students’ Needs for Assistive Technology (2009)*

Evaluation

For this assignment, I worked with my niece, who will be going into the 4th grade this year. Knowing that she is a struggling reader, I chose to introduce her to the text-to-speech extension for Google Chrome called Speak It. I also showed her some e-Books that I have access to through my school. I knew this would benefit her (and her teachers) in the coming year, especially since she will have access to her own device at her school. By implementing this AT and allowing her to practice, I saw an improvement in her ability to read and comprehend the information presented to the her.

When asked how she felt about using the text-to-speech tool, she was very positive and spoke about how it made her feel more confident. She liked that the tool doesn’t require any extra equipment other than headphones. She said it would be hard for other students to know that she was using it, so she wouldn’t be embarrassed, which I knew would be a concern for her.

Throughout the 3 days we spent working together and practicing with Speak It, I saw a change in her attitude toward reading. With this tool, I saw her really paying attention and if she didn’t get something, she would select the text again and replay the audio. This allowed her to spend more time on the information she struggled with or gave her specific information that she could ask a question about before moving on. It was so great to see her confidence increase while we worked together during our three days. It is my hope that her parents will continue using this tool with her and let her teachers know about this tool so that they may implement it with her and others in their classes that have the same struggles.