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Iris Module

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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.
   * + Pencil grips – helps students who may have weak fine motor skills to be able to hold their pencils correctly.
     + Raised lined paper – Gives students visual and tactile guides to help students write between the lines and improve penmanship.
     + Dycem – A non slip material that can be used a number of ways to help stabilize papers, pencils, and other materials for children. Can also be used to help stabilize children themselves when it is used in their seats or chairs.
2. Explain two reasons why it is necessary to consider AT for students with disabilities.
   * + For students with disabilities, AT **improves the quality of education** and ultimately the quality of life for these students. By using AT, students with disabilities are **better equipped** to meet their educational goals. AT can help make it easier for those with disabilities to participate and learn in the traditional classroom environment. This allows them to feel and BE more successful!
3. Why is it important to consider both AT devices and services?
   * + If you don’t have the services, then it can render the device useless. If you don’t focus on BOTH components, many devices will go unused or if used, will not be used properly and therefore, the students that need these devices don’t get the maximum benefit of having access to them.
4. Describe three responsibilities for the Implementation Team?
   * + Develop a plan to guide AT implementation.
     + Match goals & AT – Determine how students are going to use AT to meet specific goals.
     + Get students/users on board with the technology. Make sure the services are given to students in order for them to be able to use that technology.
5. List three outcomes the Implementation Team can determine by evaluating a student’s assistive technology.
   * + They can determine if the child likes and is engaged by the AT.
     + They can determine if the AT is helping the child to be able to perform to certain asks.
     + Do they need a different device? Is the child not having success with AT because they need additional work/training on the device, or do they just not like the device?
6. Imagine that 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.
   * + Level of functioning
     + Strengths
     + Areas of need
     + Strategies and accommodations that have been tried; successful or otherwise
7. 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 process.

* My role in the implementation process would be to make sure that they (and I ) have the services they need so that they know how to access and utilize the AT resources to the best of their ability. I also would need to get student feedback to make sure that they like the AT and feel that it is helpful. I would also need to continue to monitor student AT use to make sure that they are interested and engaged when using the device. Ultimately, I also would take data on their performance (both with AT and no AT) to determine if progress is being made and that they are hitting their goals. I would then need to present those findings to the implementation team to determine whether to stay with the current AT or if changes need to be made.