Brandon Smith

Dr. Alaniz

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IRIS Assignment: Assisted Technology

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.**

Alternative Keyboards, Text reader/ word prediction software, and Braille Books are all AT devices. Alternative Keyboards can aid students that have difficulty seeing letters on a regular keyboard, to see and be able to use technology in the classroom. Text readers can help struggling learners, that have difficulty with reading, to be able to read along with his or her peers during instructional activities. Braille books enable students that are visually impaired or blind to be able to participate in class readings.

1. **Explain two reasons why it is necessary to consider AT for students with disabilities.**

The selection of appropriate AT devices and services is critical to a student’s success and necessary if the student is to benefit educationally.

Without the benefit of appropriate assistive technologies, many students continue to struggle academically.

1. **Why is it important to consider both AT devices and services?**

These forms of assistive technology go hand-in-hand because success for a student is dependent not only on having access to a device but also on having the support and services needed to use it effectively.

1. **Describe three responsibilities of the Implementation Team.**

Designating A Point of Contact- The person that is responsible for making sure that the implementation form is up to date and that everyone is in compliance with the implementation plan agreed upon.

Determining Classroom Implementation- determining what the students’ needs and goals are and how assistive technology can be used to accomplish those goals and meet the needs of the student.

Considering Tasks and Environments- being aware of the environments that the student is in (home, school, community). By being aware of the environments, the Implementation Team has to determine what the demands (tasks) are that are placed on the student as a result of being in these environments.

1. **List three outcomes the Implementation Team can determine by evaluating a student’s assistive technology.**

a) the AT works; no need to change

b) the AT does not work because it was incompatible; find a new AT

c) the AT does not work because it was not used properly; modify and retry

If AT devices or services **are working**, the team can make a decision whether to purchase the device. If the AT is **not working**, the Implementation Team should determine whether the poor results were due to reasons such as inadequate training or a mismatch between the student and the device, among other possible explanations. The team then needs to **problem-solve to find appropriate AT**.

1. **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.**

The student’s current performance level [Level of functioning]

The tasks struggled with (e.g., reading and writing) [Areas of need]

Strategies and accommodations that have been tried, successful or otherwise; and

The student’s preferences and abilities [Strengths]

1. **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.**

Teachers are not responsible for knowing everything about AT!

As they implement AT for students in the classroom, teachers should always keep in mind that resources and supports are available. As soon as the implementation of AT has begun, it is critical that information be gathered so the team can make informed decisions about what is working for the student. Some of the information that should be collected includes:

* Student feedback to determine whether the student likes the AT and feels that it is helpful
* Observations to establish whether the student uses the AT and appears engaged and interested in using the device
* Performance data to determine whether the AT helps the student to perform the intended task(s)

 The teacher is responsible for overseeing the use of AT devices and collecting relevant information as it relates to the effectiveness and the degree of comfort the student exhibits when using it.