

Assessment

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.

A portable DAISY reader to read textbooks and other readings independently

A handheld recorder to dictate his answers rather than writing them out

Sticky notes and index cards to take and organize notes

2. 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.

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

Whether a student is able to succeed using assistive technology depends not only on the student's having access to a device but also on having access to the necessary supports or services.

Assistive technology supports and services that are specified in the federal definition of assistive technology services include:

Evaluating the student's need for a device

Buying, leasing, or acquiring the device

Selecting, fitting, adapting, repairing, or replacing the device as needed

Coordinating the services for a student who uses a device (e.g., therapies, education)

Providing training or technical assistance to the student, family, teachers, or others involved in the use of the device

4. Describe three responsibilities of the Implementation Team.

This team, usually including a sub-group of the IEP team, is often called an Implementation Team or an Assistive Technology Team. The team develops a plan to help guide AT implementation and to ensure that activities related to AT are completed. After the Implementation Team completes the plan, it is time to implement it.

5. List three outcomes the Implementation Team can determine by evaluating a student's assistive technology.

When this information has been collected, the Implementation Team reconvenes to evaluate it. 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.

6. 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.

Know the student's strengths and weaknesses.

Attend meetings (e.g., IEP meeting, AT Team meeting) to share information and consider the student's AT needs.

Participate in AT training to learn about the student's AT.

Understand how AT helps support a student's IEP goals and objectives.

Recognize that some AT will be simple to implement in the classroom, whereas other types may be more difficult to implement or might require more time to learn how to effectively use.

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 processes.

The Implementation Team gathers information from all of the students teachers to evaluate their new AT. This evaluation will determine whether:

The AT is providing adequate support

Additional training is necessary

Product adaptation is needed

A new device should be identified