**Assistive Technology Overview**

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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.

Magnifier- helps to enlarge words in books so that student’s with vision problems can see what they are reading better.

Reacher- helps students with limited physical abilities (perhaps in a wheelchair) reach things on high shelves or that are far away without having to ask for someone’s help

Braille book – helps students who are blind read with their fingers so that they do not have to listen to everything and can have a way of finding out information on their own.

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

AT must be considered for students with disabilities because it can improve their quality of life, retention of information, and can improve their functional performance.

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

AT devices can benefit a child in the classroom, but only if the services are provided that can help the student to successfully use and implement the device in the proper way.

1. Describe three responsibilities of the Implementation Team.

The team develops a plan to help guide AT implementation and to ensure that activities related to AT are completed. After they develop this plan, a designated person can obtain and customize (if necessary) the equipment or software. Another responsibility they have is the make sure that the student, the parents, and relevant school personnel receive training on the device.

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

\*If the AT is used routinely with continued success

\*If it is only used intermittently (which leads to questions about its benefits

\*If the device has been abandoned.

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.

I should consider the student’s level of functioning, the strengths that they show in the classroom, what modifications and accommodations I have already tried and how they worked, and the areas that the student needs to improve.

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.

I would need to be trained on how the device is beneficial to the student, how it works, and in what ways I could use it to help the student in my classroom. I would need to learn how to modify my lesson plans to ensure that the student also knows how to use the device on the particular assignments that we are doing. I will need to make sure that the student is using the device correctly to help with their needs. I will also need to make sure that I note how well the student uses the device, how often, and if it is proving helpful so that I can help the implementation team to know if this device is working.