Module Home

**Outline­**

**Assistive Technology**:

An Overview

* Module Description: This module offers an overview of assistive technology (AT) with a focus on students with high-incidence disabilities such as learning disabilities and ADHD. It explores the consideration process, implementation, and evaluation of AT for these students (est. completion time: 2.5 hours).

Challenge

* Video: Hi, there! My name is CHIP, and right now I’m feeling…

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Initial Thoughts

* What should Ms. Adelaide know about assistive technology and how it is used by students with disabilities?
* What are the school’s responsibilities regarding assistive technology?

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Perspectives & Resources

* Module Objectives
* Understand that assistive technology is a type of accommodation
* Differentiate between assistive technology devices and assistive technology services
* Understand how assistive technology helps students with disabilities gain access to the general education curriculum
* Understand that the IEP team is responsible for considering assistive technology for students with disabilities and be familiar with the process
* Know the steps for evaluating the effectiveness of assistive technology for a student and understand the importance of ongoing monitoring

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* Page 1: Assistive Technology
* Teachers who use only traditional classroom instruction and materials…
* Link: adaptations [definition]
* Accommodations
	+ Accommodation Type/Address Challenges Related to… [table]
	+ Link: Accommodations: Instructional and Testing Support for Students with Disabilities [IRIS Module]
* Assistive Technology
	+ To sum up, AT includes both… [bullet points]
	+ Myth: The use of AT creates an unfair… [drop-down menu]
	+ Myth: Allowing a student to use AT reduces… [drop-down menu]
	+ Myth: Students who use AT can become… [drop-down menu]
	+ Myth: Students who use AT have a more… [drop-down menu]
	+ Link: individualized education programs (IEPs) [definition]
	+ Link: free appropriate public education (FAPE) [definition]
	+ Link: least restrictive environment (LRE) [definition]
	+ Audio: Listen as Marci Kinas Jerome discusses why teachers…

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* Page 2: AT Devices
* Although the term *assistive technology* is frequently associated with…
* Link: Individuals with Disabilities Education Act (IDEA) [definition]
* Type/Definition/Examples [table]
* Did You Know?
	+ Link: slant board [definition]
* Audio: Listen as Penny Reed, former director of the Wisconsin…
* Universal Design for Learning
	+ Audio: Listen as Marci Kinas Jerome discusses the relationship…
	+ Teacher’s Toolbox
		- Link: Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students [IRIS Module]
		- Link: CAST [website]
		- Link: UDL Guidelines [web page]
		- Link: National Center on Accessible… [web page]
		- Link: Center on Inclusive Software for Learning [web page]
		- Link: Center on Inclusive Technology &… [web page]
		- Link: Android Accessibility Overview [web page]
		- Link: Apple Accessibility Support [web page]
		- Link: Google Accessibility [web page]
		- Link: Microsoft Word Accessibility [web page]
* AT for High-Incidence Disabilities
	+ Link: functional performance [definition]
	+ Academic Area/Examples of AT [table]
	+ For Your Information
		- Link: Assistive Technology for Auditory… [web page]
		- Link: Assistive Technology for Math [web page]
		- Link: Assistive Technology for Reading [web page]
		- Link: Assistive Technology for Writing [web page]
	+ Audio: Listen as Marci Kinas Jerome discusses the importance of…
	+ Audio: Listen as Penny Reed discusses the importance of…
	+ Video: The video below illustrates how much students…
	+ Revisiting the Challenge: Brooke’s AT Devices

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* Page 3: AT Services
* Whether a student is able to succeed using assistive technology…
* Such supports and services entail… [bullet points]
* Audio: Listen to Penny Reed discuss the need for both assistive…
* Audio: Listen to Margaret Bausch discuss the need for both assistive…
* Audio: Listen to Diane Golden discuss the need for both assistive…
* Research Shows
* Revisiting the Challenge: Brooke’s AT Services

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* Page 4: Considering AT
* Assistive technology tends to be underutilized by students with…
* Research Shows
	+ Link: meta-analysis [definition]
* The Consideration Process
	+ To this end, it is important to have at least one… [bullet points]
	+ Link: Click to view a list of potential members of an IEP… [PDF]
	+ By following a guide, the team can better… [bullet points]
	+ For Your Information
		- Link: Assistive Technology and the IEP: Tips… [web page]
		- Link: Wisconsin Assistive Technology Initiative [website]
		- Link: WATI Assistive Technology… [Word doc]
	+ Audio: Listen as Megan Mussano discusses one process that…
	+ Keep in Mind
* Remediation versus Compensation
	+ Definition/Purpose/Example [table]
	+ Audio: Listen as Daniel Cochrane discusses the difference…
	+ Revisiting the Challenge: Determining AT for Brooke
		- Link: Click to see a portion of the consideration… [PDF]

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* Page 5: Implementing AT
* Once the IEP team determines that AT is warranted, the next step is…
* In general, an AT implementation plan includes… [bullet points]
* Link: Click to view or print the NATRI Assistive Technology… [PDF]
* As the student begins to use the device in the… [bullet points]
* Did You Know?
* Audio: Listen as Daniel Cochrane discusses considerations for…
* Audio: Listen as Megan Mussano discusses considerations for…
* For Your Information
	+ Link: Assistive Technology Industry Association (ATIA) [website]
	+ Link: Closing the Gap [website]
	+ Link: Innovations in Special Education Technology [website]
	+ Link: National Center on Accessible Educational Materials [website]
	+ Link: WebAIM [website]
* Instructional Considerations
	+ That said, to help get the most value out of a… [bullet points]
	+ Audio: Listen as Daniel Cochrane discusses ways to prevent…
	+ Audio: Listen as Megan Mussano discusses ways to prevent…
	+ Revisiting the Challenge: Brooke’s AT Implementation Plan
		- Link: Bookshare [drop-down menu]
			* Link: Bookshare: Providing Accessible Materials for Students with Print Disabilities [IRIS Module]
		- Link: task-management software [definition]
		- Link: Click to view sections of Brooke’s… [PDF]

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* Page 6: Evaluating the Effectiveness of AT
* As soon as the AT is implemented, the team should begin…
* Some of the information they should collect includes… [bullet points]
* Audio: Listen as Marci Kinas Jerome discusses the use of observational…
* Audio: Listen as Megan Mussano discusses the importance of collecting…
* Collecting and Analyzing Data
	+ Step 1. Determine how to measure the… [drop-down menu]
	+ Step 2. Collect baseline data on the student’s… [drop-down menu]
		- Link: baseline data [definition]
		- Link: Sample Speed or Rate Recording Form [PDF]
		- Link: Sample Accuracy Recording Form [PDF]
		- Link: Sample Frequency Recording Form [PDF]
		- Link: Sample Duration Recording Form [PDF]
		- Link: Sample Latency Recording Form [PDF]
	+ Step 3. Collect data when the student is using… [drop-down menu]
	+ Step 4. Evaluate the effect of the AT [drop-down menu]
	+ Revisiting the Challenge: Brooke’s Data
		- Link: Click to view the data collection… [drop-down menu]
	+ Activity
* Making Data-Based Decisions
	+ To help with this task, the team can use… [bullet points]

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* Page 7: Ongoing Monitoring of AT
* Once the AT has been implemented, ongoing monitoring is necessary…
* Audio: Listen as Megan Mussano discusses the importance of ongoing…
* Audio: Listen as Daniel Cochrane discusses the importance of ongoing…
* Data Pattern/Decision [table]
* Revisiting the Challenge: Ongoing Monitoring of Brooke’s AT Use

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* Page 8: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 9: Credits
* Content Expert
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Video: The video summarizes some of the main points of this module…
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [link]