

Assistive Technology: An Overview

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **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).
- *STAR Legacy Cycle*
- **Related to This Module**
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- **Video:** Hi, there! My name is CHIP, and right now I'm feeling a little anxious. See, tomorrow is my very first day in a new classroom with a new teacher. What? Oh, I'm not a student. I'm a tablet computer.

Notes

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

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, the learner will be able to:
 - 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 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
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Assistive Technology

- [Link: adaptations \[definition\]](#)
- [Explanation of assistive technology \(AT\)](#)
- [Accommodations](#)
 - [Four Main Types of Accommodations \[table\]](#)
 - [Link: Accommodations: Instructional and Testing Support for Students with Disabilities \[IRIS Module\]](#)
- [Assistive Technology](#)
 - [Explanation of "devices"](#)
 - [Explanation of "services"](#)
 - [Myths vs. Facts \[drop-down menus\]](#)
 - [Link: individualized education programs \(IEPs\) \[definition\]](#)
 - [Link: free appropriate public education \(FAPE\) \[definition\]](#)
 - [Link: least-restrictive environment \(LRE\) \[definition\]](#)
- [Audio: Marci Kinas Jerome discusses why teachers should use assistive technology to support students with disabilities](#)

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❖ Page 2: AT Devices

- [Link: Individuals with Disabilities Education Improvement Act \(IDEA\) \[definition\]](#)
- [IDEA '04 defines an assistive technology device as...](#)
- [Low-, Mid-, and High-Tech Devices \[table\]](#)
- [A sample of AT devices \[graphics with descriptions\]](#)
- [Did You Know?](#)
 - [Link: slant board \[definition\]](#)
- [Audio: Penny Reed discusses why educators should become familiar with AT devices](#)
- [Universal Design for Learning \(UDL\)](#)
 - [Audio: Marci Kinas Jerome discusses the relationship between assistive technology and Universal Design for Learning](#)
 - [Teacher's Toolbox](#)
 - [Link: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages all Students \[IRIS Module\]](#)
 - [Link: CAST](#)
 - [Link: UDL Guidelines \[CAST resource\]](#)
 - [Link: National Center on Accessible Educational Materials](#)
 - [Link: Center on Inclusive Software for Learning \(CISL\)](#)
 - [Link: Center on Inclusive Technology & Education Systems \(CITES\)](#)
 - [Link: Android Accessibility Overview](#)
 - [Link: Apple Accessibility Support](#)
 - [Link: Google Accessibility](#)
 - [Link: Microsoft Word Accessibility](#)
- [AT for High-Incidence Disabilities](#)
 - [Link: functional performance \[definition\]](#)
 - [Academic Area/Examples of AT \[table\]](#)
 - [For Your Information](#)
 - [Link: Assistive Technology for Auditory Processing Disorder](#)
 - [Link: Assistive Technology for Math](#)
 - [Link: Assistive Technology for Reading](#)

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- Link: Assistive Technology for Writing
- Audio: Penny Reed discusses the importance of AT for students with high-incidence disabilities
- Video: Students, those with both high-incidence and significant disabilities, can achieve much when provided with AT that meets their needs
- Revisiting the Challenge: Brooke's AT Devices

Notes

❖ Page 3: AT Services

- IDEA '04 defines an assistive technology service as...
- Such supports and services entail... [bullet points]
- Audio: Expert panel discusses the need for assistive technology devices and services
 - Audio: Penny Reed
 - Audio: Margaret Bausch
 - Audio: Diane Cordry Golden
- Research Shows
- Revisiting the Challenge: Brooke's AT Services

Notes

❖ Page 4: Considering AT

- Assistive technology tends to be underutilized by students with high-incidence disabilities...
- Research Shows
 - Link: meta-analysis [definition]
- The Consideration Process
 - It is important to have at least one person on the IEP team who is... [bullet points]
 - Link: Potential members of an IEP team

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- By following a guide, the team can... [bullet points]
- For Your Information
 - Link: Assistive Technology and the IEP: Tips for General Ed Teachers [Center on Technology and Disability resource]
 - Link: Wisconsin Assistive Technology Initiative (WATI)
 - Link: WATI Assistive Technology Consideration Guide
- Audio: Megan Mussano discusses one process that IEP teams can use to consider AT for students with disabilities
- Keep in Mind
- Remediation versus Compensation
 - Definition/Purpose/Example [table]
 - Audio: Daniel Cochrane discusses the difference between remediation and compensation and the importance of balancing the two
- Revisiting the Challenge: Determining AT for Brooke
 - Link: Sample consideration guide that the IEP team has completed for Brooke

Notes

❖ Page 5: Implementing AT

- The AT Implementation Team
- The AT implementation plan includes information about... [bullet points]
- Link: The National Assistive Technology Research Institute's Assistive Technology Implementation Plan
- Things to keep in mind [bullet points]
- Did You Know?
- Audio: Daniel Cochrane discusses considerations for the effective implementation of AT
- Audio: Megan Mussano discusses considerations for the effective implementation of AT
- For Your Information
 - Link: Assistive Technology Industry Association (AITA)
 - Link: Closing the Gap
 - Link: Innovations in Special Education Technology
 - Link: National Center on Accessible Educational Materials
 - Link: WebAIM
- Instructional Considerations

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- To get the most value out of a student's use of AT... [bullet points]
- Audio: Daniel Cochrane talks about ways to prevent AT from isolating a student from his peers
- Audio: Megan Mussano discusses ways to prevent AT from isolating a student from his peers
- Revisiting the Challenge: Brooke's AT Implementation Plan
 - Link: Bookshare [description]
 - Link: task-management software [definition]
 - Link: Brooke's implementation plan

Notes

❖ Page 6: Evaluating the Effectiveness of AT

- Information that should be collected to make informed decisions includes... [bullet points]
- AT outcomes should be measured using classroom-based content
- Audio: Marci Kinas Jerome discusses the use of observational data to determine whether AT is effective for a student
- Audio: Megan Mussano discusses the importance of collecting and analyzing data to determine whether AT is effective for a student
- Collecting and Analyzing Data
 - Evaluation Steps [drop-down menus]
 - Step 1. Determine how to measure the expected outcome
 - Definition of "speed or rate"
 - Definition of "accuracy"
 - Definition of "frequency"
 - Definition of "duration"
 - Definition of "latency"
 - Step 2. Collect baseline data on the student's performance
 - Link: baseline data [definition]
 - Link: Sample Speed or Rate Recording Form
 - Link: Sample Accuracy Recording Form
 - Link: Sample Frequency Recording Form
 - Link: Sample Duration Recording Form
 - Link: Sample Latency Recording Form
 - Step 3. Collect data when the student is using the AT
 - Step 4. Evaluate the effect of the AT

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- AT device or service is effective [graph]
- AT device or service is not effective [graph]

- Revisiting the Challenge: Brooke's Data
 - Science and Social Studies Scores [graph]
- Activity: Now, it's time to practice
- Making Data-Based Decisions
 - To help with this task, the team can use guiding questions [bullet points]

Notes

❖ Page 7: Ongoing Monitoring of AT

- Once the AT has been implemented, ongoing monitoring is necessary
- Audio: Megan Mussano discusses the importance of ongoing monitoring
- Audio: Daniel Cochran discusses the importance of ongoing monitoring
- Data Pattern/Decision [table with graphs]
- Revisiting the Challenge: Ongoing Monitoring of Brooke's AT Use
 - Science Scores with AT/without AT [graph]

Notes

❖ Page 8: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

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❖ Page 9: Credits

- Suggested module citation
- Content Expert
- Module Developers
- Module Production Team
- Media
- Expert Interviews

Wrap Up

- Overview of the module
- Video: A summary of some of the main points of this module and a demonstration of how AT is being implemented with students with disabilities
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]