

## **Iris Assistive Technology Online Module Questions**

- (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.**

**Raised Line Paper:** Provides visual and tactile feedback to students so that they can write between the lines. Also helps students improve their handwriting.

**Portable Keyboard:** Allows students to write notes, complete assignments, or to turn in their assignments remotely.

**Communication Devices:** Helps students to communicate more easily and effectively.

- (2) Explain two reasons why it is necessary to consider AT for students with disabilities.**

It is necessary to consider AT for students with disabilities because without the benefits of Assistive Technology, many students continue to struggle academically. For example, having a desk that raises or lowers for a student in a wheel chair can make all the difference in them being able to complete assignments more effectively. In addition to helping academically, the law says that Assistive Technology must be considered for any child with an IEP so that they have access to a Free and Appropriate Education (FAPE). The use of AT enables many students with disabilities to access the curriculum and receive their FAPE.

- (3) Why is it important to consider both AT devices and services?**

It is important to consider both AT devices and services because whether or not a student is able to succeed using assistive technology not only depends on the student having access to the device but also on having access to the necessary supports or services. AT devices and services go hand in hand. Most AT devices need some sort of support or training to be used effectively and to ensure that they are appropriately implemented.

- (4) Describe three responsibilities of the Implementation Team.**

The Implementation Team is responsible for developing a plan to help guide AT implementation and to ensure that activities related to AT are completed. After the team develops the plan, implementation of the plan proceeds. At this point, a designated person can obtain and customize the equipment or software if necessary and the student, parents, and

relevant school personnel may receive training on how to use the device. Lastly, the team is responsible for troubleshooting and monitoring the student and device to ensure that the student receives the maximum benefit.

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

After gathering the appropriate AT information and feedback, the Implementation Team meets to evaluate its use. If the AT devices or services are working, the team may make the decision to purchase the device. If the AT is not working for the student, necessary measures are taken to determine the cause of the poor results. Once the team has determined the cause, they problem solve to find the appropriate AT for the student. Once a beneficial device has been found, ongoing monitoring is needed to decide things like:

- Is it routinely used with success?
- Is it only used intermittently (raises questions about the actual benefits)?
- Has it been abandoned?

**(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.**

Teachers are an integral part of a student's IEP meeting. When preparing for an IEP meeting, teachers should gather and supply data related to the student's level of functioning, strengths, areas of need, strategies and accommodations that have been tried, and student use of AT devices and services. Gathering information for an IEP meeting ahead of time ensures that the IEP Team has all of the information necessary to adequately establish goals and objectives for the student.

**(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.**

A teacher has various responsibilities in regard to the AT Implementation and Evaluation Processes. Once the Implementation Plan has been established for example, the teacher may receive training on how to use the device. This training is key because teachers are ultimately the ones

implementing the assistive technology in the classroom. After implementation, teachers then observe and evaluate student use of the device in addition to offering encouragement and support. They are also responsible for gathering the appropriate performance data related to this use, which is vital in determining its success.