**3.4 Adaptive and Assistive Technology**

Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs.

Reflection

The Assistive Technology Implementation Plan (AT Module) Template was completed to provide me with practical experience in completing a Wisconsin Assistive Technology Initiative (WATI) Assistive Technology Consideration Guide and the Assistive Technology Implementation Plan. I selected one student that I thought would benefit from an AT plan. Although the student was a real student on my caseload, and her needs were real, I assigned the student a fictitious name for this assignment and to protect her confidentiality. The AT Module artifact demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Equitable Access- “Robust and reliable access to current and emerging technologies, digital resources, and connectivity for all students, teachers, staff, and school leaders” (Williamson an d Redish, 2009, p.12). Additionally, Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson an d Redish, 2009, p.13) were also addressed while developing this artifact.

Standard 3.4 Adaptive and Assistive Technology outlines the criteria required to facilitate the use of adaptive and assistive technologies to support individual student learning needs. I worked with one student and assessed her skills in the following tasks: motor aspects of writing, composing written material, communication, and reading. The student who I called Ramona was able to trace dots to form letters, words, and sentences, but I wanted AT to help her learn to type using a computer or other device (possibly something with an alpha-numeric keyboard). She could use gestures with limited speech to convey thoughts and ask questions. I felt that Ramona would benefit from using a speaking device, and finally, Ramona would repeat words after teachers and peers read text to her, but I felt that she needed text to speech software or a device in addition to audio textbooks so that she could access the curriculum more independently. I used the information gathered from the WATI Technology Consideration Guide to create an Assistive Technology Implementation Plan (AT Plan) by completing the AT plan template. I followed the plan from top to bottom including student information, listing members of the implementation team. Since the plan was developed during summer with the expectation of fully implementing it in the fall provided that AT department had the resources to serve Ramona. I continued completing the plan listing the equipment, many of which were not currently available in our school. Additional information was provided to address the equipment tasks, people responsible for the tasks, and suggested due dates for the tasks to occur. The template included sections for training, class and home implementation in addition to monitoring and evaluation. The template was easy to complete, but it required careful consideration of Ramona’s strengths in order to properly address her needs.

Completing these artifacts within this AT Module was one of the most rewarding experiences for me because, I was able to take the artifact I created and submit it as part of my initial request for AT services for Ramona. It was well planned that after I gave it to the speech teacher, she forwarded the documents along to someone in the AT department, who started the AT assessment for Ramona. Although, Ramona had not received any AT devices, she did have several observations and assessment, that I was later told let to her receiving services after I left. I could not have done this any different, however; there were at least two more students with severe communication concerns like Ramona that would like to have also helped before leaving the county.

This AT Module was invaluable for one student, but the implications were there to support additional students, one plan at a time. I would like to think that the following year, Ramona was more successful with the AT device(s) in place to assist her in accessing the curriculum. The impact that this AT module made on Ramona will manifest for years to come. I flatter myself to think that the documents I used to facilitate Ramona’s initial AT observation were duplicated over and over to get similar, if not better, results for additional students like Ramona.