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ITEC 7445
Dr. Moore
October 6, 2013

Assistive Technology Field Experience

John (name changed for confidentiality) is a 4th grader in Ms. Pornsopone's

self-contained 3rd/4th/5th AU class at Findley Oaks Elementary. He has limited verbal

abilities, and has used some different AT resources to assist with his communication.

When John came to Findley Oaks from out of state two years ago, the only AT device

that was included in his IEP was a folder containing 100+ small icons from the

Boardmaker software that he could point to in order to communicate what he

wanted to say. This large amount of pictures was overwhelming for the then-2nd

grader, and he would get easily frustrated and attempt to throw the folder across

the room.

The school then investigated, and later purchased, a Dynavox box for John to

use at school. This was helpful because the teacher could customize the icons for

John's needs. She started with a few icons for functional use only, such as "hungry"

or "bathroom." Soon more icons were added to include social functions like "hello"

or "goodbye." When introducing the AT into instruction, Ms. Pornsopone decided to

incorporate Math first, since that is John's favorite subject. This highly-motivating

use of the device soon had John enamored and he started using it much more

frequently. The Dynavox did have some weaknesses, however. First, the equipment

was very expensive. While it was built to withstand abuse, it was not long before the

device began to malfunction unpredictably. John would have to go days, and

sometimes weeks, between being allowed to use the device while it was out for repairs. Ms. Pornsopone began to get frustrated as well.

It was at this point that the IEP team met and discussed alternative AT devices that could help John with his communication. I was able to sit in on this meeting, and after reading about Co:Writer software, I suggested the team explore this option. The team decided this was a good choice for John and created short-term objectives for John to accomplish using this AT within a given timeline (first 9 weeks of school). Both Ms. Pornsopone and Ms. White, John's SLP, were responsible for collecting data. I also collected informal data of my own through weekly visits to Ms. Pornsopone's room during my planning on Tuesdays.

After procuring the software from our district AT Specialist, Ms. Clayton, we began the initial stages of implementation. First, Ms. Pornsopone familiarized herself with the software using a training packet. Then she held an afterschool training session for Ms. White (classroom parapro), Ms. Tailor (school OT), and all of John's Special Areas teachers (myself included). The software was loaded not only onto John's netbook, but also onto Ms. Pornsopone's laptop and Ms. White's laptop as backups.

The software was introduced gradually to John in the classroom, similar to the manner in which the Dynavox had been introduced previously. First, Ms. Pornsopone demonstrated how to type in the first few letters of a word and how to choose from a list of possible matches. John used the software initially for basic functional needs, such as communicating that he was hungry or that he needed to use the restroom. It was immediately evident that John enjoyed using the software,

and was quickly able to use it in other settings. After being prompted, John would use the software for social interactions, such as greeting a classmate in the morning. Ms. Pornsopone first introduced the software for instruction in Math, as this is John's favorite subject. By introducing the software in these highly motivating settings, John was quickly able to learn the most appropriate uses of the AT and how to use it across settings. He began to bring the device to Speech, where he would use it to practice asking questions to peers and answering their questions accordingly using complete sentences.

Ms. Pornsopone wrote a tally mark on a post-it next to her desk every time she saw John using his AT without being prompted. A look at this data indicates that he started using the device more and more as time went on, although prompts were still needed often during instruction. Ms. White also took data of how often John used it appropriately or inappropriately for the task at hand using a +/- system. This data also shows that over time, John became more familiar and more comfortable with when and how to use the device.

Looking at the data also helps understand the progress John made towards accomplishing his short-term goals and tasks, such as answering questions and initiating questions to other peers. Ms. Pornsopone refers to the device as "John's voice", and uses this terminology while giving verbal cues to use the device, such as "remember to use your voice" while pointing to the device. Ms. Pornsopone has reported that the voice on the device has served as a model for speaking, and John has attempted speaking more often after hearing the model voice provided for him. Ms. Pornsopone is very excited about this development.

There are some drawbacks to this device. First, it is not built like the Dynavox to withstand damage or abuse. Occasionally, when John becomes upset, he begins to throw the things around him. When this happens, Ms. Pornsopone tries to move things away from John so that he does not hurt himself or someone else. However, she does not move the netbook. Instead, she will hold it down on the table surface so that he cannot throw it. After observing such an incident in her classroom, I asked her why she does this. She explained to me that she does want to ever take away "his voice," and that the device should always be available so that in those situations he can have an appropriate way to communicate his feelings.

Another drawback is that John does prefer the Dynavox because he is a very visual learner. However, the Netbook is much more accessible and affordable. It is also much easier to "repair," as the software itself can be loaded onto any device, while the Dynavox software only works on Dynavox devices, which are expensive and have come to be known in Ms. Pornsopone's room as unreliable due to malfunctions.

That said, John very much enjoys the ease of text prediction in the Improv software and has become more adept at typing the word while looking for it on the predictive text menu. He likes that he can use it to say anything and he is not limited to the icons that are available on the Dynavox. He has requested to take home his netbook on the weekends so that he can use it at home with his family.

After experimenting with this AT, Ms. Pornsopone may recommend at his next IEP meeting that John be introduced to other similar software options on a tablet such as an iPad for even more portability, and that teachers, service providers,

and parents download an app for their phones such as Sounding Board so that John

can have access to AT wherever he goes.

WATI Assistive Technology Consideration Guide

1. What task is it that we want this student to do, that they are unable to do at a level that reflects their skills/abilities (writing, reading, communicating, seeing, hearing)? Document by checking each relevant task below. Please leave blank any tasks that are not relevant to the student's IEP.
2. Is the student currently able to complete tasks with special strategies or accommodations? If yes, describe in Column A for each checked task.
3. Is there available assistive technology (either devices, tools, hardware, o software) that could be used to address this task? (If none are known, review WATI's AT Checklist.) If any assistive technology tools are currently being used (or were tried in the past), describe in Column B.
4. Would the use of assistive technology help the student perform this skill more easily or efficiently, in the least restrictive environment, or perform successfully with less personal assistance? If yes, complete Column C.

Task	A. If currently completes task with special strategies and / or accommodations, describe.	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.
☐ Motor Aspects of Writing			
☐ Computer Access			
☐ Composing Written Material			
☑ Communication	Gestural prompts, visual prompts (Boardmaker images), modeled prompts	Printout of words/visuals, occasional use of Dynavox	Verbal word prediction software (Improv)
☐ Reading			
☐ Organization			

Task	A. If currently completes task with special strategies and / or accommodations,	B. If currently completes task with assistive technology tools, describe.	C. Describe new or additional assistive technology to be tried.

	describe.		
☐ Math			
☐ Recreation and Leisure			
☐ Activities of Daily Living			
☐ Mobility			
☐ Positioning and Seating			
☐ Vision			
☐ Hearing			

5. Are there assistive technology services (more specific evaluation of need for assistive technology, adapting or modifying the assistive technology, technical assistance on its operation or use, or training of student, staff, or family) that this student needs? If yes, describe what will be provided, the initiation and duration.

ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name	Grade	Date of Birth
John Smith* (name changed for confidentiality)	4th	XX-XX-2002
School	Date	AT Plan Review Date
Findley Oaks Elementary School	8/2013-10/2013	10/15/2013

POINT OF CONTACT (Individual assigned to keep the Implementation Plan updated)

K. Pornsopone, Case Manager/AU teacher		

EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc…)
Netbook	Owned by School
Improv Co:Writer/predictive text Software	Owned by School District, will acquire from district AT Specialist

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc…)
K. Pornsopone	Case manager, self-contained AU teacher
T. White	SLP
S. Tailor	OT
Y. Lin	ESOL
Parents	Family members

EQUIPMENT TASKS

TASK (e.g., order/procure AT, load software, adapt/customize devices/software, set up at home/school, maintain/repair, etc.)	PERSON RESPONSIBLE	DATE DUE
Get software – on flash drive from Cathy Clayton, district AT Specialist	K. Pornsopone	9/3/2013
Study training packet for software	K. Pornsopone	9/3/2013
Find case/protector for netbook	K. Pornsopone	9/3/2013

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Software training	C. Smith (parapro)	K. Pornsopone	9/5/2013, after school	Ongoing, daily
Software training	S. Tailor, T. White, Specials teachers	K. Pornsopone	9/5/2013, after school	Ongoing, weekly

CLASSROOM IMPLEMENTATION

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc…)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)
Improve social/pragmatic skills from present levels of performance as indicated by objectives	Communication, Social Pragmatics	K. Pornsopone, T. White	Netbook and Improv Co:Writer/predictive text software
Improve communication skills from present levels of performance as indicated by objectives	Communication, conent areas	K. Pornsopone, T. White	Netbook and Improv Co:Writer/predictive text software

HOME IMPLEMENTATION

IEP GOAL	CURRICULUM/DOMAIN (e.g., math, science, PE, art, etc…)	PERSON(S) RESPONSIBLE	AT NEEDED TO ACCOMPLISH GOAL (List specific AT and customized settings if appropriate)
n/a			

MONITORING/EVALUATION

GOAL	INSTRUCTIONAL STRATEGY (How will you teach student to use equipment and/or how to achieve goals.)	RECORDING SYSTEM & FREQUENCY (e.g., task analysis recording system; score + or - on data recording sheet)	PERSONS RESPONSIBLE FOR IMPLEMENTATION / DATA COLLECTION
Given only two visual cues, greet a peer in the classroom setting.	Reinforce across different settings/skills: functional, social, instructional.	Tally mark each time AT is used	T. White, K. Pornsopone
Initiate asking a question of a peer either verbally or with an AT device		Use +/- system to mark each time AT is correctly/incorrectly used	
Independently generate 2-3 word phrases to answer a question/describe a picture, either verbally or with an AT device	Fade prompts: physical, verbal, gestural	Anecdotal data	
Answer factual comprenension questions after hearing a short paragraph/story when given 2 choices and no more than 1 repetition		Duration per domain	
Independently demonstrate understanding of categorization by a) choosing 3 members of a given category from a field of 12, b) name a category when given 3 members			