AT Module

Sherry Graham

Multimedia & Web Design in Education

Jamie Pearson

Spring 2013

**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.

Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | Proper manuscript model, extended time, frequent breaks, pencil grip |  | Text to Speech Software (dragon dictation iPad App),  |
|  Computer Access |  |  |  |
|  Composing Written Material | Allotted assignment extra time, preferential seating, extended assessment time, frequent breaks |  | Text to Speech Software (dragon dictation iPad App), BitsBoard App |
|  Communication |  |  |  |
|  Reading | Reading Recovery, RTI process (strategies include word building, elkonin boxes to assist with decoding, and problem solving when unable to decode a word)  |  |  |
|  Organization |  |  |  |

*Assessing Students’ Needs for Assistive Technology (2009)*

Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| **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.** |
|  Math |  |  |  |
|  Recreation and Leisure |  |  |  |
|  Activities of Daily Living (ADLs) |  |  |  |
|  Mobility |  |  |  |
|  Positioning and Seating |  |  |  |
|  Vision |  |  |  |
|  Hearing |  |  |  |
| 1. 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.

The student needs a technology that will allow his writing to flourish. He will use the iPad app, “Dragon Dictation” to transfer Speech to Text during Writer’s Workshop. The student will need to be trained on how to utilize the technology, and this will take place on February 1, 2013 during the child’s lunch period. It is relatively simple and will only need to be for a time duration of 20 minutes. He will structure complete sentences on the iPad app, Bitsboard to help him formulate complete sentences. |

Bottom of Form

*Assessing Students’ Needs for Assistive Technology (2009)*



**A**ssistive **T**echnology **I**mplementation **P**lan

|  |
| --- |
| **STUDENT INFORMATION** |
| Student Name | Grade | Date of Birth |
| John Taylor | 1 | April 27, 2013 |
| School | Date | AT Plan Review Date |
| Powder Springs Elementary |  |  |

|  |
| --- |
| **POINT OF CONTACT**  (Individual assigned to keep the Implementation Plan updated) |
| Sherry Graham |  |  |

|  |
| --- |
| **EQUIPMENT** |
| **EQUIPMENT AND SOFTWARE TO BE USED** | **STATUS (**e.g., owned by school, will purchase, will borrow, etc…) |
| iPad | Classroom Teacher’s personal property |
| iPad App: Bits board | Classroom Teacher’s personal property |
| iPad App: Dragon dictation | Classroom Teacher’s personal property |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **EQUIPMENT TASKS** |
| **TASK** (e.g., order/procure AT, load software, adapt/customize devices/software, set upat home/school, maintain/repair, etc.) | **PERSON RESPONSIBLE** | **DATE DUE** |
| Load software on iPad | Sherry Graham, Classroom Teacher | January 31, 2013 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| **IMPLEMENTATION TEAM** |
| **NAME** (List all individuals who will implement the AT with the student.) | **ROLE (**e.g., administrator, teacher, family member, service provider, etc…) |
| Sherry Graham | Classroom Teacher |
| Shannon Taylor | Mother |
|  |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **TRAINING** |
| **TRAINING NEED** | **TRAINEES** | **TRAINER** | **DATES & TIMES** | **FOLLOW UP / ALONG PLAN** |
| Train student how to use software to meet his educational needs | John Graham | Sherry Graham, Classroom Teacher | February 1, 2013 | April 25, 2013 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **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) |
| John will dictate a 4 sentence paragraph about a given topic including a topic sentence, 2 supporting sentences, and a closing sentence. | Writing | Sherry Graham, Classroom Teacher | iPad App: Dragon Dictation |
| John will copy 2 of 5 produced sentences reported by Dagon on to lined paper with no more than 2 grammatical or spelling errors and no more than one teacher redirection.  | Writing | Sherry Graham, Classroom Teacher | iPad App: Dragon Dictation |
| Using the BitsBoard iPad App to generate words, John will create and write a grammatically correct sentence independently, with a subject and verb, capital letter at the beginning of the sentence, and ending punctuation. | Writing | Sherry Graham, Classroom Teacher | iPad App: BitsBoard |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **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** |
| Teacher will monitor three times a week to make sure John is accurately using the software to complete written assignments.  | Direct modeling of how to use app, observation of independent use | +/- if he met goal on data recording sheet  | Sherry Graham, Classroom Teacher |
| Out of 4 random samples John will have 80% accuracy in copying 2 sentences he wrote using Dragon Dictation .  | Direct modeling of how to use app, observation of independent use | +/- if he met goal on data recording sheet  | Sherry Graham, Classroom Teacher |
| Out of 4 random samples John will have 80% accuracy in written sentences using BitsBoard. | Direct modeling of how to use app, observation of independent use, monitoring pictures and words on app, adding more or less as necessary. | +/- if he met goal on data recording sheet  | Sherry Graham, Classroom Teacher |

|  |
| --- |
| **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) |
| While completing weekly reading short answer homework responses, John will use Dragon Dictation APP software to write 2 sentences about a given topic. | Reading/Writing | Mother of child | iPad App: Dragon Dictation  |
| John will write 3 sentences about what he did each day at school using the Dragon Dictation App  | Writing | Mother of child | iPad App: Dragon Dictation  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

John, a 6 year old boy, was born premature and as a fraternal twin. He always has lagged behind his brother in the sense of his physical maturation and reaching childhood milestones. Cognitively, he is a bright young boy, but struggles with his academics due to his extreme inability to formulate and write complete sentences. His letter formation is not accurate and he especially struggles when writing vowels and digraphs. Interventions have brought him to reading at grade level, but he still struggles with written expression in any form. He has an advanced vocabulary and excellent comprehension skills, so at the beginning of this module, there was a need for a device to help strengthen his weaknesses. At the initiation of the AT module, he severely struggled as a writer. This was due to his natural weakness in writing complete words and sentences.

On February 1, 2013, the day that the John started to use an assistive technology on the iPad, he was introduced to the app called Dragon Dictation to help him transfer his speech to text. He was very excited about his learning opportunity. John described his ability to write as “hard” and said “I can’t write the words in my head”. He was excited about using the iPad to show his learning, and when I told him that he was going to do our next writing unit using the iPad to help him write, he was relieved. Throughout the module, I monitored his progress to help him transfer his thoughts to the app, and he really seemed to catch on to the process each day. There were some challenges, because John is a shy child who admitted to feeling “embarrassed” when everyone knew he got to do something “different”. Once March hit, he really seemed to make progress with his attitude towards writing. He still did not enjoy writing because of his lack of drive. This is not something that is a disability, however and motivation was considered. Dragon Dictation helped him transfer his thoughts to paper and showed him that his writing struggles did not have to hinder academic performance. John also used the app Bitsboard to assist in his writing so that he got opportunities to manipulate sentences and unscramble familiar words / pictures into sentences. These interventions worked together to allow John to improve his work production and knowledge in Writer’s Workshop. He said that using the iPad to learn was “cool” and “fun”.

To monitor whether or not his words matched his performance, I periodically checked to ensure that John was engaged using the device. Each week, I did a random sampling during Writer’s Workshop, on a +/- chart to assess this factor, 4 times. A + indicated that he was engaged in on task learning, a – indicated that he was not. For the time period of February and March, the averaged results were as follows:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week of 1/28 (NO AT) | Week of 2/4 | Week of 2/11 | Week of 2/18 | Week of 2/25 | Week of 3/4 | Week of 3/11 | Week of 3/18 | Week of3/25 |
| 0% | 25% | 25% | 50% | 100% | 50% | 75% | 100% | 75% |

These results indicate that the technology increased engagement in learning.

 In relation to John’s specific learning goals, performance data indicated that the assistive technology helped him perform the task. For Johns first goal, “John will dictate a 4 sentence paragraph about a given topic including a topic sentence, 2 supporting sentences, and a closing sentence.” I monitored John on a +/- chart to assess this factor to ensure that he accurately used the software to complete written assignments. A + indicated that he met the goal and a – indicated that he did not. This was monitored within the classroom setting 3 times per week during Writer’s Workshop. His results are as follows:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week of 1/28 (NO AT) | Week of 2/4 | Week of 2/11 | Week of 2/18 | Week of 2/25 | Week of 3/4 | Week of 3/11 | Week of 3/18 | Week of3/25 |
| 0% | 0% | 33% | 33% | 0% | 67% | 33% | 67% | 33% |

It can be concluded that John made progress in this goal, but he did not successfully meet it. The AT did not help the student meet the goal, but the goal likely should be modified because the factor that seemed to inhibit John from reaching his goal is the “concluding sentence” factor.

 John’s next goal states, “John will copy 2 of 5 produced sentences reported by Dagon Dictation on to lined paper with no more than 2 grammatical or spelling errors and no more than one teacher redirection”. A +/- chart was used to determine whether or not John met his performance goals, with a + indicating that he met the goal and a – indicating that he did not. This was monitored within the classroom setting 4 times per week during Writer’s Workshop. His performance data concludes the following:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week of 1/28 (NO AT) | Week of 2/4 | Week of 2/11 | Week of 2/18 | Week of 2/25 | Week of 3/4 | Week of 3/11 | Week of 3/18 | Week of3/25 |
| 0% | 25% | 50% | 75% | 50% | 50% | 50% | 50% | 75% |

The ultimate goal was, “Out of 4 random samples John will have 80% accuracy in copying 2 sentences he wrote using Dragon Dictation”. John did not meet this goal successfully by the end of the time period, but progressed satisfactorily.

 Finally, John’s last goal was, “Using the BitsBoard iPad App to generate words, John will create and write a grammatically correct sentence independently, with a subject and verb, capital letter at the beginning of the sentence, and ending punctuation” It was anticipated that, “out of 4 random samples John will have 80% accuracy in written sentences using BitsBoard”. John was expected to use this technology to allow him to demonstrate his knowledge of sentence structure. Performance data resulted as follows:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week of 1/28 (NO AT) | Week of 2/4 | Week of 2/11 | Week of 2/18 | Week of 2/25 | Week of 3/4 | Week of 3/11 | Week of 3/18 | Week of3/25 |
| 25% | 25% | 75% | 50% | 50% | 50% | 75% | 50% | 100% |

It can be determined that the AT was successful helping the student perform the intended task.

Overall, John’s desire to learn and complete his writing tasks has greatly improved. His understanding of the writing standards and how to compose a quality writing piece is something that still is being worked on. He is still an emerging writer, so these goals need time for him to reach them and solidify in his daily work production. It is important to note that the weakness that John had was no longer inhibiting his expression, because he was able to work towards meeting standards in a way that was individualized to his needs. I took the time to seek relevant, appropriate resources for John. Though he has a lot progress to make this really helped him in his learning journey.