



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

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|-------------------------|---------------------------|----------------------------------|
| Student Name W. | Grade 11 th | Date of Birth 11/25/2004 |
| School L High School | Date 7/20/2020 | AT Plan Review Date 6/18/2020 |

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

| | | |
|--------------|--|--------------------------------|
| Juan Batista | | jbatist3@students.kennesaw.edu |
|--------------|--|--------------------------------|

EQUIPMENT

| EQUIPMENT AND SOFTWARE TO BE USED | STATUS (e.g., owned by school, will purchase, will borrow, etc...) |
|-----------------------------------|--|
| Duolingo Language APP | Free Technology |
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IMPLEMENTATION TEAM

| NAME (List all individuals who will implement the AT with the student.) | ROLE (e.g., administrator, teacher, family member, service provider, etc...) |
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| Juan Batista | Teacher |
| Jim W. | Parent |
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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 |
|--|--------------------|--------------------|
| Directions to Download free App | Juan Batista | 6/18/2020 |
| Teach student how to use App | Juan Batista | 6/18/2020 |
| Monitor Student's ability to use the App | Jim W. | 6/18/2020-on going |
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| TRAINING | | | | |
|---|-----------------|----------------|--------------------------|--|
| TRAINING NEED | TRAINEES | TRAINER | DATES & TIMES | FOLLOW UP / ALONG PLAN |
| Downloading App in 2 devices | Father, Student | Juan Batista | 6/18/2020 2-3 pm | Father will monitor use and success and communicate with Juan Batista |
| Register and Share results through App | Father, Student | Juan Batista | 6/18/2020 2-3 pm | How to keep sharing data with parent |
| Follow up with student and parent and new assignments of topics | Father, Student | Juan Batista | 6/20/2020 2-4pm | Develop a mini-curriculum to follow targeting student's needs and progress |
| Follow up with student and parent and new assignments of topics | Father, Student | Juan Batista | 6/27/2020 2-4pm | Develop a mini-curriculum to follow targeting student's needs and progress |
| | | | | |

| 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) |
| Student will use Language App to supplement instruction in Spanish class | Student will use App during Spanish class when possible an at home | Student, Parent, Teacher | Parent will request that student is allowed to use the Language App during class when possible and needed. |
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| 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 |
| Student will download Duolingo App in 2 devices and use 1hr a day at home | Student will be taught how to use Duolingo to improve in Spanish class and share data with parent/teacher. | Parent will monitor the use of the App for 1hr every day, and the student will share data through the app with parent and teacher. | Parent, Juan Batista, teacher (when return to school in Fall) |
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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. |
|---|--|--|--|
| <input type="checkbox"/> Motor Aspects of Writing | | | |
| <input type="checkbox"/> Computer Access | Student uses Smart Phone to look up words in Spanish | Student started using Duolingo App in Smart Phone | |
| <input type="checkbox"/> Composing Written Material | | | |
| <input type="checkbox"/> Communication | | Student has begun using App to help with pronunciation in | |
| <input type="checkbox"/> Reading | | Student has begun using App to help with reading in Spanish | |
| <input type="checkbox"/> Organization | | | |

| 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. |
|--|--|--|--|
| <input type="checkbox"/> Math | | | |
| <input type="checkbox"/> Recreation and Leisure | | | |
| <input type="checkbox"/> Activities of Daily Living (ADLs) | | | |
| <input type="checkbox"/> Mobility | | | |
| <input type="checkbox"/> Positioning and Seating | | | |
| <input type="checkbox"/> Vision | | | |
| <input type="checkbox"/> Hearing | | Student has begun using App to help with sounds in Spanish | |

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.

When student returns to school parent will ask in the IEP meeting if the App can be included in the student's plan to continue helping with pronunciation, reading and listening in Spanish.

Initial Thoughts

1. What should teachers know about assistive technology and how it is used by students with disabilities?
 - a. In my opinion, teachers should know about assistive technology that it is a tool to complement the classroom instruction and not something to use instead of the lecture or classroom work. Teachers need to be trained on the way students with disabilities can use AT in their classrooms, also the teacher should try first-hand the technology to get comfortable and put themselves in the student's shoes. Teachers should monitor progress due to the AT or lack of, and continue to bring different types of technology to their students that may help them be successful.
2. What are the school's responsibilities regarding assistive technology?
 - a. The schools have a responsibility to research, bring to the classroom and train the teachers and students on the use of AT. If teachers do not know how the technology assists the student it can be easily discarded as useless. Also, schools must actively work in creating a culture of acceptance by removing stigmas related to assistive technologies.
3. What can classroom teachers do to help their students fully succeed in their use of assistive technology?
 - a. Teachers can immerse themselves as well in the use of this technology by practicing and experiencing the technology. Also, we must work on removing the stigma related to AT, and see the value of the technology to the student with disability and not another thing we have to do in the classroom.

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

| | | |
|-----------------------------------|---|---|
| Candidate: Juan Batista | Mentor/Title: Parent of Student | School/District: Paulding Co. |
| Course: ITEC 7445 AT | | Professor/Semester: Dr. Grove/Summer 2020 |

(This log contains space for up to 5 different field experiences for your 5 hours. It might be that you complete one field experience totaling 5 hours! If you have fewer field experiences, just delete the extra pages. Thank you!)

| Date(s) | 1 st Field Experience Activity/Time | PSC Standard(s) | ISTE Standard(s) |
|-----------|--|-----------------|------------------|
| 6-18-2020 | Downloading and training in the Duolingo App with Student and Parent. 2hrs | 5.1 | 1a/3a/3b |

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|---|---|
| <u>First Name/Last Name/Title</u> of an individual who can verify this experience: Parent of Student. | <u>Signature</u> of the individual who can verify this experience: |
|---|---|

| DIVERSITY | | | | | | | | |
|--|--------------------|-----|-----|------|---------------|-----|-----|------|
| (Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.) | | | | | | | | |
| Ethnicity | P-12 Faculty/Staff | | | | P-12 Students | | | |
| | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| Race/Ethnicity: | | | | | | | | |
| Asian | | | | | | | | |
| Black | | | | | | | | |
| Hispanic | | | | X | | | | |
| Native American/Alaskan Native | | | | | | | | |
| White | | | | | | | | X |
| Multiracial | | | | | | | | |
| Subgroups: | | | | | | | | |
| Students with Disabilities | | | | | | | | X |
| Limited English Proficiency | | | | | | | | |
| Eligible for Free/Reduced Meals | | | | | | | | |

Reflection
(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

During this field experience I helped a high school junior download the Duolingo App and set it up with the parent, and how to monitor progress with the app and begin certain tasks.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I had to know how to download and use the app in order to communicate it to the parent and student. Provide measures that can monitor the candidate’s progress, complete achievements and provide operational effectiveness (psc 5). Articulate and set personal learning goals and develop strategies leveraging the technology (iste 1a)

Skills – Had to have the technological skill to download the app and register both the parent and the student in the user agreement and copyright. As a Spanish teacher, I also needed the skill to evaluate the product and make sure that it is completely accurate and reliable. I needed understanding of the language in order to help the student grow more proficient in the use of the AT app.

Dispositions – After evaluating the App I was very excited to share the finding with the student. I believe that this assistive technology will help the student achieve major goals in the classroom and outside the classroom.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

The student was excited about the new technology and eager to begin the process. The student is very technologically savvy and had no trouble with setting up the devices for the AT to work. This will be assessed through the App data collection. The parent has created a plan on how to implement this AT app in class next fall after the COVID-19 pandemic and we return to school. This will be on the students IEP for Spanish class.

Reflection

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

We set up strategies for what to complete first. The app has its own pathway of completing tasks, the student did not need to complete some of the tasks dealing with the alphabet, so we agreed on a vocabulary/grammar approach. This continues to be fun for the student the app contains pictures and sounds to create stimuli for the student in a video game atmosphere.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I needed to know the mechanics of the app in order to help the student develop a plan to follow. The student was on the app and we facetedimed through the computer with the parent involved for about 30 min, then we continue to work distantly for another 90 min.

Skills – technological skills that allowed me to communicate with the student through the internet. We developed a plan for the future and how to manipulate the app.

Dispositions – the student was engaged throughout the lesson and I even learned some things about the app that I had not realized it could do, but the student found out.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

During the course of using the App, most of the comments from the student and the parent were positive, some exceptions were when the student sometimes forgot to use the App on a particular day. The parent observed that the “reward” system in the App was an incentive for the student to continue using it frequently and that it felt like a video game. They both report that this “game like” feel makes the technology easier and more interesting to the student. The parent has developed a plan at home for the student to continue to use the technology frequently until school starts.

Reflection

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

The parent confirmed that the student was enjoying the process and that its video game like abilities helped with the usage of the app. The student will continue to use the app regularly for the duration of the summer to get better at it.

We set up strategies for what to complete first. The app has its own pathway of completing tasks, the student did not need to complete some of the tasks dealing with the alphabet, so we agreed on a vocabulary/grammar approach. This continues to be fun for the student the app contains pictures and sounds to create stimuli for the student in a video game atmosphere.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

Knowledge – I needed to know the mechanics of the app in order to help the student develop a plan to follow. The student was on the app and we facetedimed through the computer with the parent involved for about 30 min, then we continue to work distantly for another 1:30 min.

Skills – technological skills that allowed me to communicate with the student through the internet. We developed a plan for the future and how to manipulate the app.

Dispositions – the student was engaged throughout the lesson and I even learned some things about the app that I had not realized it could do, but the student found out.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

I conferenced with the parent on how to bring the AT to the student's school and together we thought of some things the parent can say to bring this technology into the students IEP in the fall if COVID-19 permits.