Student Scenario-Keyboard-Collaborative Consideration

Of AT Devices and Services

Part 1: Consideration of Student Need

Student: Patrick 3rd Grade

Perspective: Writing challenges due to speech impairment and slight dyslexia.

Examining Current Conditions to Consider Educational Need

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| **Student** | **Environment** | **Tasks** |
| Patrick has a Speech Impairment. He has difficulty comprehending what he reads independently. He also struggles reading grade level text.  His reading is slow and award. He struggles to get the correct phonemic pronunciation of words as he sees letter backwards.  Patrick is positive and imaginative and works well with a team of other students who support his difficulties with their strengths.  Patrick works hard to read but becomes easily frustrated when he mispronounces words. He currently uses the Mercury and reading assistant for support.  Patrick is a sweet young man with wonderful behavior despite his obstacles. He exhibits ROAR behavior in class. With the help of his title 1 aid, he finishes his assignments in a timely manner. | Patrick participate in Fast Forward three days a week, He participate with the assistance of aid in RLA class  There are 23 3rd grade students in his class.  Patrick participates well with any assignment that is musical learning. He sings claps and dances. He interacts well with his classmates they are very protective of his feelings. | Decoding Words:  Take time to separate word sounds. Patrick will be given a word list of like sounds. He will cut out words and paste them onto the picture board with correct picture of word. When Patrick open peek a boo window the correct word and picture will show. Patrick will then speed time on word decoding app the will recite the word to him repeatedly as he repeats the word. For each time the word is said correctly and computer generate point is given.  Behavior:  ROAR behavior goals followed at all times:   * R- Respect, * O- others * A- Always * R- be Ready and Responsible * Patrick has Good attendance |
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Part 2: Assistive Technology Solution - Patrick

* Patrick will be evaluated annually by the TEA task force for services due to related to speech impairment and dyslexia.
* Patrick has a tablet computer his work is sent to an AT App that reads worksheet aloud to him and answer choices.
* Patrick uses Earobics and Kurzweil 3000 to assist in Phonemic awareness, phonics, vocabulary, and comprehension.
* Patrick uses leveled readers and hand held translator to transcribe.

Rationale:

As a mother, of two disabled children, this assignment has given me hands on experience of how to effectively get the most assistance for my children and students while using the SETT model. I can now fully comprehend the SETT model that has been used for my children in the past. It’s important to note that small things such as book holders, highlighters, large print and gentle approach when coxing a child to pronounce words correctly can make a world of difference. I learned that with these type of children the more learning styles used in the lesson plan, the greater the success and comprehension. Their everyday activities need to be reliable and regimented. An assistive tech tool used by a student has to be ready for use at all times because the student relies heavily on its assistance. All staff should be included on the implementation of AT who are involved with a student. Personally I know how difficult and how much confusion it can cause if they are not, this is one thing that I found to be a key in the students success. Another key point is follow-up with the IEP or 504 team regarding the implantation not more than one term after the AT has been introduced. In conclusion, implementing a SETT model assist the student in doing what is difficult or impossible to do with the support of teacher, staff, parents, and team.