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Assistive Technologies/Accommodations

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Assistive Technologies and Accommodations

1. In the classroom, a student is assessed in their **comprehension skills**. The student would **answer the comprehension questions verbally**. As the student orally expresses his knowledge and understanding, the teacher or aid would **write down** what the student said. When the teacher or aid is finished, the student then **copies** what the teacher or aid wrote.
2. During individual **reading** time, the **teacher or aid would read** the passage to the student first. After they are finished the **student then begins to read** the passage with the aid or teacher there to support them.
3. The teacher or aid **writes** the words on a student’s paper **in dot form**. The student then is required to **trace** the words. For example, the teacher or aid would do this for a student in one-word answers or short answers in projects and other activities.
4. While students are working together in projects and activities, their worksheets are adapted so that it is easier for them to understand the task at hand. The directions and instruction that is given to them is spelled out into sentences normally. Underneath the directions the teacher would put **pictures or images that represent the directions.** This helps the student understand what it says, they can just refer to the images if they do not know a word in the directions.
5. When completing IEP goals in activities and projects, the student **listens** to the instructions orally.
6. **Extend time** to students that may need it. Also, **give breaks** where they can collect their thoughts (self-reflect).
7. The student can use different **writing utensils.** For instance, the student can use erasable pens and other things. One student in Mrs. McKinney’s class only uses erasable pen, having that for her helps her focus on the task at hand instead of what she is writing with.
8. The **arrangement of seats** in the classroom helps deter distractions from peers and interruption of a student’s learning.
9. Use a highlighter to mark important points of the text to draw attention. When a student is doing an assignment or activity, the student’s paper is **highlighted** to make prominent important details in the text or directions.
10. After completing his/her math work (adding, subtraction, etc.) students use a calculator to check their work.
11. Instead of the students being evaluated in their written abilities, students show what they have learned by doing **creative projects** that involve scissors and glue.
12. Use **hands-on activities**, pictures, or diagrams to provide different ways of learning. For example one student in Mrs. McKinney’s classroom uses colored cards that they can hold to identify different colors. He is a nonverbal students and uses a lot of **sensory materials** that he can touch and learn through hands-on activities.
13. Use a prearranged signal or tone to gain attention before giving directions. In Mrs. McKinney’s class, a lot of prompting takes place to encourage the students to focus on the task at hand. Grabbing the student’s attention and avoiding distractions is a major role in the classroom.
14. Utilizing the **Smartboard** to do group activities with the classroom. Many of the students do better and are **more engaged** when they can use a Smart pen to join in activities. They are more motivated and engaged in the learning process. Many of the times in Mrs. McKinney’s classroom, they use a website called **Go Noodle**. This program is designed to advance with the students learning. Unlocking new interactive games and activities that challenge their abilities. The program keeps them involved and motivated.
15. One student in Mrs. McKinney’s classroom has a hard time staying awake during class time. One accommodation or modification would be to have the student stand while completing a task. Getting a drink or snack, and also taking a lap in the hallway to wake the student up. This modification helps the student stay on task and complete the task at hand.
16. One student that is no longer in Mrs. McKinney’s class used to use an IPad. On the IPad it had communication apps that she would use to answer simple questions and needs. She uses a company known as DynaVox. On this, the student has access to a wide variety of communication devices.