



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, or 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			
<input type="checkbox"/> Composing Written Material			
<input type="checkbox"/> Communication			
X Reading	-Phonics support -Use of pictures to aid comprehension	Ipad or laptop to access learning through games	New website – www.starfall.com
<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			
<p>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.</p> <p>The only assistive technology needed is a laptop in order to access www.starfall.com so that student can explore learning opportunities online, through guidance that reinforces learning needs and expands upon student's preferred learning style. Within the Starfall website, the student will be working through Level 2 – Learn to Read, specifically vowel sounds, chunking and making words, advancing to Level 3 – It's Fun to Read, which involves putting words together to make short sentences, using pictures for context clues.</p>			



ASSISTIVE TECHNOLOGY IMPLEMENTATION PLAN

STUDENT INFORMATION

Student Name	Grade	Date of Birth
B.B.	Kindergarten	8/3/2011
School	Date	AT Plan Review Date
Deerfield Windsor	7/1/2018	7/2/2108

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

Amy Calley		
------------	--	--

EQUIPMENT

EQUIPMENT AND SOFTWARE TO BE USED	STATUS (e.g., owned by school, will purchase, will borrow, etc...)
School laptop	Owned by Cobb County School District
Starfall website	Free access

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
Secure laptop	Amy Calley	6/25/2018
Preview website	Amy Calley	7/1/2018
Review learning tasks in Starfall	Amy Calley	7/1/2018

IMPLEMENTATION TEAM

NAME (List all individuals who will implement the AT with the student.)	ROLE (e.g., administrator, teacher, family member, service provider, etc...)
Amy Calley	Family member
Karyn Bacon	Family member

TRAINING

TRAINING NEED	TRAINEES	TRAINER	DATES & TIMES	FOLLOW UP / ALONG PLAN
Not applicable				

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)
Not applicable			

--	--	--	--

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
Improve word recognition, sentence flow	Use of "Who Am I?" game to read questions	Recording sheet	Amy Calley
Increase use of phonics	Sounding out words based on patterns	Recording sheet	Amy Calley
Use of pictures as clues to comprehension	Word matching using pictures, based on a theme	Recording sheet	Amy Calley
Understanding of vowel sounds, consonant blends, and chunking	"Learn to Read" game which requires matching letters to	Recording sheet	Amy Calley

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)
Reading on grade level	Reading	Amy Calley	Ipad or laptop with access to Starfall website in order to continue with word recognition/reading sentences

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary School/Cobb County
Course: ITEC 7445 Multimedia and Web Design		Professor/Semester: Jordan Cameron/Summer 2018

(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)
7/1/2018	Introduction to Starfall website (www.starfall.com) and preview of the levels/categories in order to evaluate how student's needs can be best met. Student was guided through the ABCs, Learn to Read, It's Fun to Read, and I'm Reading and it was determined that student is at Level 2, Learn to Read. (9am-10:30am = 1.5 hrs)	2.1, 2.3, 2.5, 2.7	2a, 2c, 2e, 2g

First Name/Last Name/Title of an individual who can verify this experience:
Karyn Bacon/parent

Signature of the individual who can verify this experience:
Karyn M. Bacon

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								
Native American/Alaskan Native								
White	X				X			
Multiracial								
Subgroups:								
Students with Disabilities								
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 the field experience, I learned how to use a reading website with different levels in order to assess a student's needs. I was able to work with the student using games and activities to analyze her knowledge of the alphabet, word recognition, use of phonics, as well as comprehension. The student was successful with the alphabet and the initial activities in Level 2 "Learn to Read". Level 3 "It's Fun to Read" provided some challenges as far as word recognition and sounding out words, and Level 4 "I'm Reading" was much too difficult. It was determined that the student should practice reading skills at Level 2.

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 learned how to model and facilitate the implementation of technology-enhanced learning aligned with student content standards and technology standards. By taking the student through each level of the Starfall website, I was able to determine the best level to begin working at to meet the student’s needs at this time.

Skills – I was able to model and facilitate the use of digital tools and resources to engage the student, in support of the development of higher order thinking skills such as analyzing, evaluating, and metacognition. Through exploration of the levels of reading in the Starfall website, I was able to help the student recognize her abilities as far as letter sound and word recognition as well as using pictures for context clues.

Dispositions – I feel more confident in evaluating a student’s needs through use of technology, specifically through the different levels of the website. By having the student work through a portion of each one, I was able to see more clearly what the student was already successful with and where she could use support. This also helped the student to feel more confident about what she was capable of, and assessing through use of games and activities (technology) provided the engagement necessary in order to measure student learning and technology literacy.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? The experience of using the Starfall website in order to assess student abilities and needs increased my understanding of how technology can support engagement in the content area of reading, which would improve student learning by providing differentiation while increasing confidence. This impact can be assessed as student moves through the various levels and her knowledge is re-assessed in order to measure learning.

Date(s)	2 nd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/5/2018	Use of games/activities in Level 2 "Learn to Read". Student moved through the Make a Word activities 1-7, working with vowel sounds and consonant blends in order to make words, and completing a correlating story (9am-10:30am = 1.5 hours).	2.8, 3.2, 3.4	2h, 3b, 3d

First Name/Last Name/Title of an individual who can verify this experience:
Karyn Bacon/parent

Signature of the individual who can verify this experience:
Karyn M. Bacon

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								
Native American/Alaskan Native								
White	X				X			
Multiracial								
Subgroups:								
Students with Disabilities								
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, the student was guided through games 1-7 of Level 2 “Learn to Read”. Each game consisted of a specific skill, such as vowel sounds, silent e, consonant blends, and reading from left to right. Each game correlated with a story that supported practice using that specific skill. The student was proficient in vowel sounds but initially struggled in sounding out words. As we went through the stories, her abilities and confidence improved with vowel sounds and silent e. Consonant blends also provided a struggle and the student listened to the corresponding stories out loud in order to gain more practice hearing the sounds while seeing the word. I learned how to coach a student through a process of using technology in order to practice and become more proficient in reading skills, while continuing to assess student needs.

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 – My knowledge of assistive technology has been increased by the experience of using 7 different games and corresponding stories in order to support individual student learning needs.

Skills – I am continuing learning how to analyze, evaluate, interpret results, and implement interventions through use of the levels and games/activities of the Starfall website.

Dispositions – I am more confident in moving forward with games 8-15 of Level 2 “Learn to Read”, and in my abilities to manage digital tools and resources within the context of student learning experiences.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? In working through the first 7 games of Level 2, I understand how to better use technology to impact student learning. The level of engagement is increasing for the student and had time permitted, she was eager and ready to move on to the next 8 games. I am also more prepared in being able to share this technology with colleagues in order to make a bigger impact within my school as a whole.

Date(s)	3 rd Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/7/2018	Continued to work through games 8-15 within Level 2 "Learn to Read" of the Starfall website, which included consonant blends, chunking, and vowel teams. The activities advanced into word sorting and also corresponded with stories that supported each skill. (9am-10:30am = 1.5 hours)	2.5, 3.2, 3.4	2e, 3b, 3d

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? Continuing with games 8-15 in Level 2 “Learn to Read”, I learned how to further coach a student in using technology to practice consonant blends, chunking, and vowel teams through letter games, word sorts, and stories that corresponded with each skill set. As the student struggled with some of the consonant blends within the stories, I was able to go back through the games/sorting activities in order to reinforce what we previously practiced. Continued use of the Starfall website has helped me understand how the activities build upon each other and how this type of technology can support specific skills necessary for reading fluency.

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 – Increased understanding of adjusting content and process in order to support student achievement based upon analysis of readiness levels, student interest, and personal goals. Working through the last 8 games, I was able to reflect upon what I had learned about use of activities, combined with student observation, in order to help student meet goals of activities.

Skills – Improved management of student resources within the learning experience and continued facilitation of assistive technology as I was able to adjust and revisit activities based upon student needs, and further explore the activities in Level 2.

Dispositions – As I continue working through the Starfall website with student, I am gaining insight as to how technology can truly assist students with deficiencies in reading, as well as provide confidence as student recognizes how certain skills relate to one another and how the specific skills enable words to form and make meaning.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? A specific way that I have found this website supports student learning is that the skills build upon one another and can be revisited easily, so that students themselves can discover how to navigate their learning and take ownership. This gives the student a sense of confidence about their abilities, as they are not just working on one skill that they struggle with but on several skills which may include things they know and need to know.

Date(s)	4 th Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/8/2018	<p>Explored Level 3 "It's Fun to Read" within the Starfall website. Student began with the "All About Me" activities, which allowed for further practice of skills presented in Level 2, and continued into the "Art Gallery", which supported student interest in the visual arts while expanding upon word recognition and use of pictures for clues.</p> <p>(9am-10:30am = 1.5 hours)</p>	2.4, 3.2, 3.4, 6.1, 6.2, 6.3	2d, 3b, 3d, 6a, 6b, 6c

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? In beginning Level 3, the first activity “All About Me” was highly engaging for the student as it provided choices that involved the student building a character, adding a pet, describing living areas (kitchen, bathroom, bedroom) through picture/word matching and word scrambling. The choices built upon the skill sets that were practiced in Level 2, and unlike when we explored the entire site during field experience 1, the student was more eager to sound words out and make meaning on her own versus waiting for me to initiate her to do so. She was also more successful in matching words and pictures based upon beginning and ending sounds. The “Art Gallery” provided more of a struggle as she was unable to read many of the bigger words, but the words that corresponded with the details of the paintings were understood and recognized. We chose this specific activity due to her interest in visual art, and because of that, even though it was a more difficult activity for her, she was eager to continue working through the paintings in order to learn more about vocabulary and making meaning through sentence structure. As the student now understands how to navigate the site and how to activate the read-aloud aspect when she is struggling at Level 3, she is prepared to continue use of Starfall at home in order to support her reading goals.

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 – Increased knowledge of how to use Starfall in order to give student choices of activities. As the levels increase, the student has more options for independent learning, which supports higher order thinking skills such as evaluating, metacognition, self-regulation, and reflection. I learned how to support her in making a decision about what activities are appropriate, how to revisit games, and how to use the read-aloud option as a tool for understanding and advancing.

Skills – Increased ability to effectively model and facilitate technology-enhanced learning experiences. As the student’s abilities in reading improved, my personal skills in implementing the activities did as well.

Dispositions – I am eager to continue growing in my knowledge and skills of current and emerging technologies due to this field experience, in which I’ve had the opportunity to synthesize and apply understanding of how technology can improve reading skills and confidence of students in their own abilities.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed? As I now more fully understand how technology that supports reading skills can be implemented, I plan to use the “Art Gallery” portion of the site within my visual art lessons in order to assist my students in that subject area. I am also able to coach

other teachers in use of Starfall.com to help struggling readers of various levels, and plan to share my knowledge with others when we return to school in the fall.

Assistive Technology Evaluation – ITEC 7445

For ITEC 7445, my Assistive Technology experience involved working with a 6-year-old rising first grader on reading skills using Starfall (www.starfall.com). As the student was not reading on grade level, the Starfall website provided several games and activities at different levels to support skill practice in vowel sounds, vowel blends, consonant blends, chunking, word recognition, and using pictures as clues for comprehension. The games and activities included missing letters, word sorts, word scrambles, and picture matching, and many corresponded to a story that supported a specific skill. In addition, within the site there is a read-aloud option that can be implemented in order to support student understanding. After exploring the entire site together, the student and I determined she should begin with Level 2 “Learn to Read”, and work towards Level 3 “It’s Fun to Read”.

From observation, the student was already successful in sounding out vowels and vowel blends. Her initial struggles involved using those vowels with consonants at beginnings and endings of words (for example, “ran” and “can”). I determined that she was lacking confidence in this area as well and was afraid of making a mistake. Through the games 1-3 in Level 2, she was able to build confidence in what she was already capable of, and once I saw that she could use what she knew in the stories, we moved on to consonant blends and chunking.

In order to determine what was working for the student, we worked through each of the remaining games and occasionally revisited the previous games as a reminder of what she knew how to do. She initially preferred the individual games over the stories, so instead of using the story right after the game, we worked through all of the games consecutively, and then looped back to game 4, continuing with the stories immediately following the game that time. Eventually, she chose to just work through the remaining stories, as she realized how the story reflected the skill. An advantage to this technology was that we could easily navigate to where we needed to go, whether forwards or backwards, and that the layout was such that the student could follow easily and eventually managed her learning on her own.

Student feedback included that the website made reading fun, she liked being able to use the touch screen, and that after much practice, she could use it by herself. As we moved into Level 3 “It’s Fun to Read”, the student completed the “All About Me” activity, which involved reading sentences and questions in order to make choices building a character, adding a pet, and matching words to objects within a kitchen, bathroom, and living area. This was meaningful for the student as it provided real-world connections with items and characteristics that she was familiar with, and built upon the skill sets of the previous level. Another engaging activity in Level 3 was “Art Gallery”, as the student has an interest in the visual arts and has an understanding of the elements of design. This was the activity that the student was most eager to try; however, it also proved to be the most difficult as far as sounding out words. This is where I implemented use of the read-aloud option so that when the student could not fully comprehend a word, the tool was used as a support. Although this activity could not be completed without assistance, the student was eager to continue with each painting and stated that she knew she would be able to work through it on her own with more practice at home.

Use of the Starfall website to assist in student achievement in reading was considered a success due to the student being able to read words on her own that she previously struggled with, mostly consonants and consonant blends. Also, she became more confident in not only what she could already do, but in what she was learning and how to use each skill in moving forward. As she became more familiar with the website, it was easy for her to navigate the activities with my guidance, and she made choices based on what she needed to practice. I was able to share this success with the parent and the student was able to show the parent how she could use this website at

home to continue developing her reading skills. Overall, this assistive technology fully supported the student in performing the intended task of reading on grade level, and the student is eager to continue with Starfall.

Starfall: Learn to Read with Phonics, Learn Mathematics. (2018). Retrieved from www.starfall.com/