

## DOMAIN THREE:

### Instruction in Behavior and Academics, Embedded HLP

# HLP 19: Use Assistive and Instructional Technologies



#### Use Assistive and Instructional Technologies: Categories of Work

##### Assessing for and Implementing Assistive and Instructional Technologies

- Evaluate individual student's AT and IT needs using the SETT framework.
- Consult with the student, family members, and colleagues as needed
- When selecting specific AT and IT tools consider the:
  - student's IEP goals and objectives.
  - tasks students will need to complete in order to experience success.
  - intersectional background, experiences, and needs of all students.
- Use UDL as an instructional design and implementation framework.
- Ensure that students know how to use the AT and IT and understand their purpose and rationale.
- Ensure that use of the AT and IT is leading to the greatest possible learner independence.
- Ensure that the use of the AT and IT is having the intended effect.
- Build in time to assess the effectiveness of the AT or IT tools and adjust as needed.

##### Tips for Faculty to Support Candidates' Learning and Enactment

**Introduce** – Provide explicit instruction in the components of the practice with particular attention to the SETT model.

**Prepare** – Create, or use existing, case studies describing students learning strengths and needs and ask candidates to prepare a plan for identifying, implementing, and assessing necessary assistive technologies.

**Enact** – Provide candidates opportunities to write IEP goals related to AT and identify ways to collect data about student use and effectiveness of the AT.

**Analyze** – Provide candidates with case studies, ask them to identify AT, develop a plan for implementing and assessing that includes culturally inclusive pedagogies and practices, and write corresponding IEP goals.

##### Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why should educators be critical evaluators of technologies that they use with students (both with and without disabilities)?
- What is an example of an instance where IT cannot provide enough support to a student and AT should be considered instead?
- Why is explicitly teaching students the purpose of using technologies, and how to use it for that reason important?