Consider the policy on assistive technology interventions

Objective(s)
Learners identify specific policies on assistive technology (AT) interventions for teachers of young children with disabilities.

Description
In this activity, learners read the Policy Advisory and then identify relevant policies for teachers of young children with disabilities.

Required Materials/Resources
Learner Materials
- Handout 5.4: Policy Advisory – The Law Concerning Assistive Technology Interventions
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to Handout 5.4.
2. Ask learners to respond to the questions on Activity 5.8a.
3. Provide feedback.

> This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 3: Evidence.
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> **Instructional Method**
> Discovery
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> **Level**
> Intermediate
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> **Estimated Time Needed**
> 5 minutes for instructor preparation
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> 15-20 minutes for learner activity
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> **Learner Form**
> Activity 5.8a

Suggested Assessment

1. Select two things that are considered assistive technology devices (e.g., wheelchairs, voice recognition software), and two things that are considered assistive technology services (e.g., evaluating a child's need for AT, coordinating and using necessary therapies).

2. Policies that relate to Sophie's situation include the following:

   - mandated services related to evaluating the child
   - acquiring necessary devices
   - coordinating and using necessary therapies
   - training and technical assistance for everyone involved in Sophie's care.
   - accessing the necessary AT and the Statewide Systems that operate to increase this accessibility

Hint provided to learner: Consider Sophie's situation and her needs, and what the laws say that she, her family and Ms. Mary are entitled to in terms of supports, devices and information.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Learners may need examples in advance of completing this activity.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits

The CONNECT Content Team