

Assistive Technology Integration Assignment

Assignment Overview

Title: Designing and Evaluating Assistive Technology Integration for Inclusive Learning

Required for: Traditional GEI Interns during part-time Internship semester

Each candidate will:

1. Observe a classroom using at least one AT tool (low/mid/high tech) using the observation form on pages 3-4
2. Design a mini AT Integration Plan for a hypothetical or real student using a UDL approach.
3. Evaluate the benefits and limitations of the AT observed or selected using a decision-making model SETT Framework (Student, Environment, Task, Tools).
4. Reflect on how they will apply AT knowledge and tools in their future practice to support communication, behavior, and/or academic access.

Deliverables

1. AT Interview Summary (1 page) OR Observation Report (1 page)
2. AT Integration Plan (2 pages):
 - Description of learner needs
 - Selected tool(s) and rationale (SETT Framework)
 - Instructional activity plan
 - Data collection or evaluation strategy
3. Reflective Essay (1–2 pages):
 - Integration of ISTE principles/standards
 - Future use of AT in diverse classroom contexts

Rubric

Criteria	3 – Exemplary	2 – Proficient	1 – Developing	0 – Unacceptable
Observation Summary (CEC 5.5, ISTE 5a)	Clearly and concisely summarizes key AT insights and connections to learner needs	Adequate summary of interview or observation with some insight into learner access	Minimal or vague summary with limited application	No summary or disconnected from learner needs

Integration Plan Design (ISTE 5b-d, CEC 5.5)	Innovative, detailed plan tailored to student need; strong rationale for tools and UDL integration	Plan is appropriate and includes rationale for tools and instructional approach	Plan is simplistic or lacks alignment to student need or tool use	Plan is missing or inappropriate
Evaluation of Tool Selection (CEC 6.3)	Thoughtful evaluation using SETT or other models with clear links to learner outcomes	Adequate evaluation of tool selection and effectiveness	Minimal evaluation; does not clearly connect to learner outcomes	No evaluation or lacks coherence
Reflection and Future Application (ISTE 5a, CAEP 1.5)	Deep, critical reflection on equity, technology, and inclusive practice)	Reasonable reflection on technology use in future practice	Surface-level reflection with limited connection to practice	No reflection or off-topic
Professional Communication	Professional, well-organized, APA-compliant, clearly written	Mostly clear and organized with minor errors	Writing or organization detracts from message	Unclear, disorganized, or inappropriate writing

Standards Alignment to Assignment

Standard/Outcome	Description	Assignment Link
CAEP 1.5	Candidates use technology effectively to enhance learning and meet the needs of all learners.	Evaluation of Tool Selection; Integration Plan Design; Reflective Essay
ISTE Educator 5a-d (Designer)	Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	Integration Plan Design; Instructional Activity Plan
CEC 5.5	Candidates use and evaluate a range of supports and instructional technologies to meet the needs of individuals with exceptionalities.	Evaluation of Tool Selection; Interview & Observation Summary
CEC 6.3	Candidates collaborate with families, professionals, and	Interview Summary; Reflective Essay

	other stakeholders to support use of AT.	
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Conduct a Classroom Observation

Observe a student or group of students using Assistive Technology in an academic setting. Your observation should include examples of **high, mid, and/or low-tech** AT supporting student learning.

During the observation, take note of the following:

- Classroom context (e.g., grade level, student needs, resources available)
- Specific AT devices being used and their classification (high, mid, or low-tech)
- The academic, behavioral, or communication tasks supported by the AT
- Student actions and how they interact with the technology
- Your assessment of how effectively the technology supports access to learning (e.g., Did it increase participation, independence, focus, etc.?)

What to Submit:

Use the *Observation Table* below (page 4) in the AT Summary Form to document your findings. Provide **detailed examples** and clear descriptions (at least **3 sentences** per question) of how the AT functions within the classroom and promotes learning outcomes.

Part 2: Classroom Observation Summary Table

Provide **detailed examples** and clear descriptions (at least **3 sentences** per question) of how the AT functions within the classroom and supports learning outcomes.

Observation Component	Details/Notes
Classroom setting (grade level, students, resources)	
High-tech AT device(s) observed and their function	
Mid-tech AT device(s) observed and their function	
Low-tech AT device(s) observed and their function	
Academic/behavior/communication tasks supported	
Student actions while using AT	

Observation Component	Details/Notes
Effectiveness of AT in promoting student learning (Provide examples/evidence. Consider student engagement, independence, accuracy, or participation when evaluating effectiveness.”)	

SETT Framework for Assistive Technology Decision-Making

The SETT Framework, developed by Joy Zabala, is a student-centered decision-making model used to guide the selection and implementation of Assistive Technology (AT) tools and strategies in educational settings. It ensures that AT planning is systematic, collaborative, and responsive to the needs of the learner.

SETT Framework Components

Component	Description
S – Student	Focuses on the individual learner's needs, abilities, challenges, preferences, and current performance levels. Questions include: <ul style="list-style-type: none">• What are the student's strengths and needs?• What are the student's current academic, communication, sensory, and physical abilities?• What are their specific goals and areas of difficulty?
E – Environment	Considers the settings where the student functions (e.g., classrooms, playground, home). Questions include: <ul style="list-style-type: none">• What materials and technologies are already available?• What are the physical, instructional, and social arrangements?• Who are the peers and adults in the environment?• What supports or barriers exist?
T – Tasks	Identifies the specific activities the student needs to accomplish for participation and progress. Questions include: <ul style="list-style-type: none">• What tasks are essential for academic success?• What are the expectations across settings (e.g., writing, reading, communicating)?
T – Tools	Refers to the devices, strategies, services, and training needed to support the student. Questions include: <ul style="list-style-type: none">• What AT tools or systems could help the student perform the identified tasks?• Are the tools low-tech, mid-tech, or high-tech?• What training/support is needed for effective tool use?

Benefits of the SETT Framework

- Person-centered: Keeps the focus on the learner, not just the technology.
- Collaborative: Encourages input from a multidisciplinary team (teachers, therapists, families, etc.).
- Context-aware: Ensures technology fits the student's environment and learning goals.
- Flexible and iterative: Can be revisited as the student's needs or tasks evolve.

Example Application

A 5th grader with dysgraphia is struggling to complete written assignments:

- S (Student): Difficulty with fine motor skills and handwriting; strong verbal expression.
- E (Environment): General education classroom with Chromebooks available.
- T (Tasks): Needs to write multi-paragraph essays and complete written math explanations.
- T (Tools): Speech-to-text software (e.g., Google Voice Typing), word prediction, graphic organizers.

Assistive Technology Integration Plan - Student Template

Instructions: Complete each section of the integration plan using the guidance provided. This document will be submitted as part of your Assistive Technology assignment.

1. Description of Learner Needs

Describe the student's grade level, disability, strengths, and challenges. [Insert learner needs here]

2. Selected Tool(s) and Rationale

List and describe at least one low, mid, and high-tech tool. Provide a rationale for each. [Insert tools and rationale here]

3. Instructional Activity Plan

Describe how the selected AT will be used during instruction, what subject or task is targeted, and how it incorporates UDL principles. [Insert instructional activity plan here]

4. Data Collection and Evaluation Strategy

Explain how you will assess whether the AT is effective. Include any data collection methods (e.g., rubric, observation, student feedback). [Insert evaluation strategy here based on the SETT Framework]

5. Reflection

Reflect on what you learned from the interview and observation. Describe how you will use AT in the future to support access to learning. [Insert reflection here]