



Speech To Text and Disabilities

Participant Name:	Amanda Charleson
District:	Clifton-Fine
Grade Level:	4th
Subject/Course:	ELA
Cross-curricular Link:	Digital Fluency
Approximate Time (IN MINUTES):	90

CONTENT AND SKILLS
Learning Objectives: - Students can examine and list positives and negatives of speech to text within a typical population. - Students can examine and list positives and negatives of speech to text within a disabled population. - Students will offer 1-2 possible suggestions of use for both populations.
Essential Questions (optional):
Students' I can statements . . . - I can generate a list of positives and negatives of speech to text within a typical population. - I can generate a list of positives and negatives of speech to text within a disabled population. - I can offer 1-2 suggestions of use for both populations.
How will you meet the needs of SWD and ELL/MLL students? Offer translated options, or a translated sequential task list.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
4-6.IC.6 Identify and explain ways to improve the accessibility/usability of a computing device/software application for the diverse needs and wants of users.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
2A.2b. Communicate perceived understanding of the expressed feelings and perspectives of others. 2B.2b. Demonstrate ability to communicate across a variety of groups. 3B.2b. As part of a decision-making approach, generate multiple solutions and evaluate the impact on self and others for a range of academic and social situations.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

This lesson is intended to be completed as a whole group.

Start the lesson with a discussion on what technology does to help us. Brainstorm and list as a class all of the different technology options to assist students.

Watch the following video about assistive technology:

▶ Understanding Assistive Technology: Simply Said

Then watch: ▶ Assistive Technology in Action - Meet Elle

Discuss the video and how it assists in helping others succeed and participate like others with any disabilities.

Then also watch and discuss the following video:

▶ Understanding Assistive Technology: Simply Said

Students will be asked to utilize a speech to text application that is available to them.

Students will then be asked to compile a list on their own a list of pros and cons of using this technology.

Students will then be asked to generate a list of pros and cons with their teacher using this technology, if they were blind, struggled with reading, had dyslexia, or other learning impairments.

Discuss the pros and cons as a whole group. Discuss why some technology is needed to help certain student populations, and when they would be utilized.

Students will then be asked to reflect and think what suggestions can be made on how to best use this technology by both a typical population and then also as a disabled population.

Then students will discuss the implications of using this technology within both populations.

Students will then complete the Google Form [linked here](#): to respond to the exit ticket prompt of: Why is assistive technology beneficial to some populations and what is one drawback of using the technology/ or / what are some guidelines for using this technology?

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- Paper
- markers
- SMART Board
- [View Exit Ticket](#) or [Copy here](#)
- ▶ Understanding Assistive Technology: Simply Said
- ▶ Assistive Technology in Action - Meet Elle
- ▶ Understanding Assistive Technology: Simply Said
- Additional resource ▶ What is Assistive Technology (A.T.)