

1. Name at least three items that could be considered AT and describe how those devices could support a student with a disability in the classroom.
 - Tape Recorders can help the student listen to the lesson outside of class. Not all students are able to focus and pay attention enough to retain the information being taught or the student may need to hear the information several times in order to remember and understand it.
 - Audio Books may help students with reading disabilities if an instructor is not provided to read all of the materials to the student.
 - Pencil grips can help a student with bad motor skills to be able to grip and maintain better control of where the pencil writes.

2. Explain two reasons why it is necessary to consider AT for students with disabilities.
 - If AT can help the student's educational learning, the student should be able to use his/her AT. Students with learning disabilities may have difficulty learning the material without AT.
 - If a student is new to your classroom and has AT, you, as a teacher, must learn what you can about the AT and about the student's IEP. During an IEP meeting, the teacher can ask questions and determine if AT is necessary in this classroom setting.

3. Why is it important to consider both AT devices and services?
 - AT services will assist the student in finding the appropriate AT device for their disability. AT services will evaluate the student's need for a device, help select the device, and by selecting, fitting, adapting, repairing, or replacing the device as needed for the student.