

UNSTRUCTURED Field Experience Log & Reflection

Instructional Technology Department – Updated Summer 2015

Candidate: Brandy Stapleton	Mentor/Title: Natalie Smith/ Instructional Specialist	School/District: Gainesville High School/ Gainesville City Schools
Course: Multimedia & Web Design, ITEC 7445		Professor/Semester: Sherry Grove/Summer 2019

Date(s)	1 st Field Experience Activity/Time	PSC Standard(s)	ISTE Standard(s)
7/10/2019	<ul style="list-style-type: none"> ● Reviewed Laura's IEP and Diagnosis Report. (45 mins) ● Researched and selected I Can Communicate App to assist with Laura's communication needs. (30 mins) ● Installed software on tablet, set up application and created buttons with 40 common words/pictures for Laura's vocabulary, including favorite foods/drinks, places to go, house activities, and feelings. (45 mins) 	3.4	1c, 5a
7/11/2019	<ul style="list-style-type: none"> ● Introduced the app to Laura. (1.5 hour) <ul style="list-style-type: none"> ○ Reviewed app basics with Ashley (Mom) in case she wanted to add buttons. ○ Requested a new list of words they would like me to add to the app. ○ Mom was holding a coke and Laura used app to express that she wanted some Coca-Cola. 		
7/16/2019	<ul style="list-style-type: none"> ● Progress Review (2 hours): <ul style="list-style-type: none"> ○ Reviewed Laura's progress with Ashley. Laura seems to be enjoying the app, but she has a tendency to answer the question, then proceed to press every other button on the page. ○ Laura was able to respond to questions about feelings and what she wanted to do. <ul style="list-style-type: none"> ▪ Laura threw 2 fits while I worked with her. Each time, I picked up the tablet and asked Laura to tell me how she was feeling. Then I would prompt her to tell me what she wanted. ▪ The first time, she wanted milk. After a cup of milk was produced, she calmed down, and resumed playing games on the tablet. ▪ The second time, Laura used the app to indicate that she was ready to go home. ○ I believe that Laura is willing to use the app to try to communicate, but at the moment, there is a learning curve. Laura only understands nouns. Some words will need to be added with sign-language images to assist with more vocabulary. 		

First Name/Last Name/Title of an individual who can verify this experience:

Elizabeth Ashley Dobbs/ parent of Laura Dobbs

Signature of the individual who can verify this experience:

Elizabeth A. Dobbs

DIVERSITY

(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)

Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian								
Black								
Hispanic								
Native American/Alaskan Native								
White					X			
Multiracial								
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency								
Eligible for Free/Reduced Meals					X			

Reflection

(Minimum of 3-4 sentences per question)

1. Briefly describe the field experience. What did you learn about technology coaching and technology leadership from completing this field experience?

For this field experience, I chose to work with my 4 year old niece who was recently diagnosed with Autism. She is currently considered non-verbal and has the cognitive level of a 1-year old. At her last IEP meeting, her stakeholders decided to withhold her from Kindergarten and place her in a Preparatory PreK program at a new school. Major concerns included communication barriers and social withdrawals.

This experience helped me to see that it only takes one passionate person to make a difference. I used my resources to research and identify a device that could help Laura; I encouraged Mom to communicate with it, and to seek opinions from Laura's speech services. Technology coaches must be able to identify assistive technology needs, research and review various technologies, implement them, and monitor progress with them. If it only takes one person, why are we not serving our students better? I believe that Laura made significant progress towards one aspect of her IEP goals. Through continued support and usage encouragement, I believe that Laura will learn to communicate and ignite conversation.

2. How did this learning relate to the knowledge (what must you know), skills (what must you be able to do) and dispositions (attitudes, beliefs, enthusiasm) required of a technology facilitator or technology leader? (Refer to the standards you selected above. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)

After reviewing Laura's IEP and Diagnostic Report from the Marcus Autism Center, I encouraged Ashley to seek approval for the use of assistive technology from the speech language pathologist. I took this step because the IEP stated that no assistive technology was necessary for Laura, even though a communication device had been discussed at meetings and Laura is nonverbal. The IEP stated that accommodations and modification are being handled through the speech language therapist. I used what I learned through the IRIS Resource Center to complete the WATI consideration guide, research a device that would be beneficial for Laura without being costly for her family, and draft an implementation plan. I feel that I was able to identify a needed Assistive

Technology opportunity for Laura, and I am excited about the progress that Laura has made in just the five hours that I have worked with her. I look forward to continuing to monitor Laura's progress and assist her family in building her vocabulary through the communication app.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This experience has no direct impact on school improvement, faculty development, or student learning at my school, except that I now have a deeper understanding about working with a child with special needs. In feedback through Laura's mom, I have been told that Laura's speech language pathologist thinks that the communication app will be helpful and appreciated the idea and implementation. In discussing with Laura's parents, we believe that it will take time to adjust, but that Laura is more capable of expressing her feelings and desires than she was at the beginning of the summer. Laura's continued progress could make a real difference in her learning in the future. Simply put, just the ability to communicate feelings and desires could help minimize tantrums once Laura gets used to using the app for communication.