



## The perspective of a special education teacher

### Support Technologies in the Classroom



The implementation and use of Assistive Technologies in the classroom and in education have been increasingly bigger and bigger, and when applied as early as possible to students who present difficulties in their learning and other impairments, it has been an added value. We share a testimony of these good practices at school:

“The introduction of the computer as a skill optimization tool has become an appealing element and important facilitator of learning, attention/concentration, and autonomy. Students show greater commitment to tasks when they are performed from the computer, making it easier to concentrate.

We consider that the use of the computer in the classroom (together with handwriting) is an asset for all students. Through computer equipment, the student can access writing more easily and, with the creation of a more appealing dynamics, the time spent on the task increases, the relationship with writing becomes more pleasurable, which consequently increases their interest and reduces their motor agitation. On the other hand, Assistive Technologies (AT) contribute to the operationalization of measures of Support for Learning and Inclusion, namely curricular accommodations and educational differentiation.

Its use also has benefits in terms of self-confidence, which can, consequently, promote greater motivation and involvement in their learning and with the school context. Another dynamic, equally relevant feature that ATs allow is the immediate feedback based on its successes and mistakes, which many of the applications/software provide, which sometimes, in the middle of a large group of students, is not always possible.

To improve the organization of classroom dynamics, a “Computer’s Corner” was created, with the respective working hours.

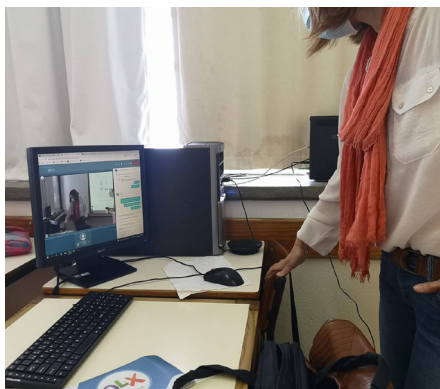
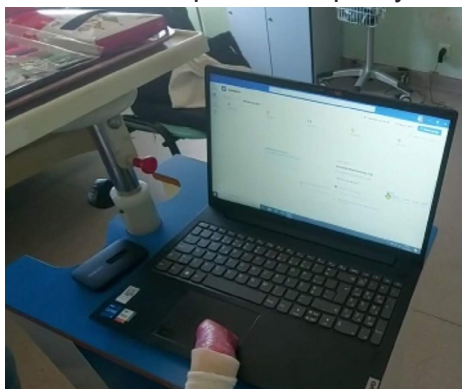
In short, the computer can be a good catalyst for motivation, allowing an equal access and opportunities for all students, regardless of their condition, in other words facilitating their inclusion.

## Because the first day of school is always eagerly awaited...

The Accessibility and Assistive Technology Service of Education Services accompanied a young student at the beginning of the school year who, due to illness and hospitalization, could not attend the first days of school. It was with great satisfaction and exemplary dedication that the student was able to attend to these moments, at her new school, and meet her new teachers and classmates.

The Accessibility and Assistive Technology Service of Education Services, in this very specific case and within the scope of the “Tele Class” – Distance Learning” project, which has the support of Altice Foundation, lent a broadband Internet access device to guarantee internet access more efficiently and provided a laptop computer, so that the student could participate and interact with peers at school thus allowing to organize school schedule and tasks, despite being physically away from school.

This is undoubtedly another example of some of the good practices carried out that both student and parents, the Accessibility and Assistive Technology Service of Education Services team and the hospital team consider essential to improve the quality of life of all students.



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