

Reader and Scribe Update

Commencing September 2011, decisions to provide non-technological supports (readers and scribes) should be made based on the learning needs, learning styles and special needs of the student. Educators, in consultation with parents and other support team members, are best positioned to make a decision when it has been tried, measured and documented that reader/scribe technologies are not effective tools for the student.

All students should have access to the learning tools which best support their educational needs. Technology will continue to play a key role in communication, access to information, and representation of knowledge in school, post secondary, the workplace, and in life. Technological tools should be incorporated into a student's IEP as soon as practically possible, and effectiveness of its use should be monitored.

The following [framework](#) (PDF, 73KB) could be applied to more than one software application. Monitoring should take place over time to identify areas of progress and further need. If, after a number of attempts, evidence shows that technology is an impediment rather than a support, the school based team may determine that non-technological supports are more appropriate for the individual.