

Assignment 3: Syllabus
Stephanie Talalai
New Jersey City University

ASHMALL UNIVERSITY
Department of Special Education
SPEC 329 Technology Applications for Special Educators
Fall 2017

This course is designed to familiarize the teacher candidate with the many and varied uses of educational and assistive technology in Special Education. Topics will include: how to apply universal design for learning and differentiated instruction to lesson planning; technology supports for reading and writing; technology supports for math and communication; alternate computer access; assistive technology decision making; and assistive technology assessment and evaluation.

Professor:	Dr. Stephanie Talalai
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Office Location:	Department of Special Education, Room 303
Office Hours:	On Campus: Tuesday 9:00-11:00, Thursday 1:00-3:00 or by appointment
Class Location:	50% in-person, Harrington Hall, Computer Lab Room 205 50% online via Blackboard *Please refer to course schedule
Credits:	3

Required Text

Dell, A. G., Newton, D. A., & Petroff, J. G. (2016). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities*. Boston: Pearson.

Additional readings and materials will be provided by the instructor.

Course Objectives:

At the end of the semester, students should be able to:

- A. Define assistive technology.
- B. Demonstrate an understanding and the pedagogical uses of the various technologies available to students with disabilities.
- C. Articulate the concepts of universal design and differentiated instruction.
- D. Research and implement a technological solution for a specific disability or learning difficulty.
- E. Evaluate assistive technology software applications for enhancing instruction.
- F. Develop an assistive technology plan utilizing the SETT Framework for decision-making.

Course Requirements:

- Attendance and participation are mandatory components of this course. You are required to participate in weekly discussions via Blackboard and attend all classes that meet on campus. More than one missed on campus class will result in a 10-point deduction from your final grade. Blackboard discussion posts are monitored and calculated by the instructor.
- Students are expected to complete all readings before class to facilitate deep and meaningful discussions.
- All assignments must be submitted by the due dates posted. There is no penalty for submitting work early. However, assignments will not be accepted after the scheduled due date and will receive a failing grade.
- All students are expected to have access to a computer with internet access and submit all work electronically.

Instructional Procedures:

- Lecture
- Class Discussions and writing assignments
- Internet Research
- Cooperative Learning
- Field Experience Reports/ Presentations
- Demonstration

We will be using Blackboard for this course. All readings, assignments, class discussions, and an electronic version of this syllabus can be found within our course content. Please log-in to <http://blackboard.njcu.edu>

Course Content:

Week	Date	Location	Topics	Readings and Assignments
1	Sept. 5	In Class	<p>Introduction to Assistive Technology</p> <ul style="list-style-type: none"> • Review Syllabus • Introduce online course components and explore online features • Define Assistive Technology (AT) and discuss federal laws • Discuss Lo-Tech to High Tech AT 	<p>Read Chapter 1</p> <p>Watch:</p> <ul style="list-style-type: none"> • Microsoft 2014 Super Bowl Commercial Empowering https://youtu.be/O1xgdcUWHcl • Assistive Technology: Opening Doors to Independence https://youtu.be/x2G1U6U3zh8 • Assistive Technology: Enabling Dreams https://youtu.be/rXxdxck8Gic <p>Discussion Post: Search low-tech assistive technology on Pinterest and post an example of a teacher created support. Why are these important?</p>

2	Sept. 12	Online	<p>Assistive Technology to Support Writing</p> <ul style="list-style-type: none"> • Identify tech tools that support the writing process • Graphic Organizers • Word Processing • Keyboarding • Text to Speech • Word Prediction • Speech to Text • Note taking tools 	<p>Read Chapters 2 & 3</p> <p>Watch:</p> <ul style="list-style-type: none"> • Graphic organizing technology tools https://youtu.be/JQjr3LK2yT4 • Word Prediction software https://youtu.be/D6i5CtPoGh0 <p>Discussion Post: Explore this online graphic organizer and post your creation. What are the practical applications of graphic organizers for students with learning disabilities? http://popplet.com</p>
3	Sept. 19	In Class	<p>Assistive Technology to Support Reading</p> <ul style="list-style-type: none"> • Print Disabilities • Text to Speech • Accessible Instructional Materials • Audio Books and Adapted Books • Web Browsers that support struggling readers • Alternative Print formats <p>This week we will use the computer lab to explore and test various reading and writing support applications</p>	<p>Read Chapters 2 & 3</p> <p>Watch:</p> <ul style="list-style-type: none"> • Technology for reading https://youtu.be/9xM3lru9fDk • Bookshare Website Tour https://youtu.be/G0RUvNRZl8w • Accessible Instructional Materials https://youtu.be/HlExTwjD_yo <p>Explore:</p> <ul style="list-style-type: none"> • Bookshare.org • Learning Ally • Project Gutenberg <p>Discussion Post: Explain the difference between “learning to read” and “reading to learn.”</p>
4	Sept. 26	Online	<p>Technology to Support UDL and Differentiated Instruction</p> <ul style="list-style-type: none"> • Define UDL • Define Differentiated Instruction 	<p>Read Chapter 4</p> <p>Watch:</p> <ul style="list-style-type: none"> • UDL at a Glance https://youtu.be/bDvKnY0g6e4 • UDL Principles and Practice https://youtu.be/pGLTJw0GSxk <p>Explore:</p>

			<ul style="list-style-type: none"> • Multiple Means of Representation • Multiple Means of Expression • Multiple Means of Engagement • Web Accessibility 	<ul style="list-style-type: none"> • UDL Book Builder • Pics4Learning <p>Discussion Post: Go to http://edu.glogster.com. Browse through sample posters then create your own. Discuss how your students might respond to this method of expression.</p>
5	Oct. 3	In Class	<p>Technology Tools to Support Math</p> <ul style="list-style-type: none"> • Application Features and evaluation • Visual-Spatial or Motor Control Difficulties • Math Concepts, Skills & Problem Solving <p>This week we will use the computer lab to explore and test various math and UDL support applications</p>	<p>Read Chapter 5</p> <p>Watch:</p> <ul style="list-style-type: none"> • Microsoft Math Add-In for Word https://youtu.be/JqBlw7pDDwc • Virtual Manipulatives https://youtu.be/bNI6cfQyxDI • AT for Math & Science https://youtu.be/1k1BuiLyMkY <p>Discussion Post: Review an educational app for a desktop, laptop or tablet using this Rubric</p> <p>Assignment 1 Due</p>
6	Oct. 10	Online	<p>Assistive Technology to Enhance Communication</p> <ul style="list-style-type: none"> • The Importance of Communication • Assistive Listening Devices • Video Captioning • Augmentative Communication 	<p>Read Chapter 6</p> <p>Watch:</p> <ul style="list-style-type: none"> • Video Relay https://youtu.be/WCtWFmkRFvc • A Voice for my Son https://youtu.be/4LqDij7ErI <p>Discussion Post: Reflect on the two video links and their impact on education.</p>
7	Oct. 17	In Class	<p>Assistive Technology for Visual Supports and Support Positive Behavior</p> <ul style="list-style-type: none"> • Behavioral Issues in students with disabilities 	<p>Read Chapter 7</p> <p>Watch:</p> <ul style="list-style-type: none"> • Visual Supports and Line Drawings https://youtu.be/XaiHCalHysY • Blossoming as a Child https://youtu.be/r0adFdlbYZE

			<ul style="list-style-type: none"> • What are visual supports? • Picture Schedules • Video Modeling • Social Stories <p>This week we will use the computer lab to explore and test various auditory and visual support devices and applications</p>	<p>Explore: www.beevisual.com</p> <p>Discussion Post: Create a picture schedule, video modeling clip, or social story. Write a brief narrative explaining your decision making and design process.</p>
8	Oct. 24	Online	<p>Providing Access to Computers and Mobile Devices</p> <ul style="list-style-type: none"> • Alternate Input devices • Alternate Output options • Accessibility Features in Microsoft, Android, and Apple • Keyboard modifications and mouse control 	<p>Read Chapters 8 & 9</p> <p>Watch:</p> <ul style="list-style-type: none"> • Windows 10 Accessibility Features https://youtu.be/WUKUtB7f9Vc • iOS Voiceover https://youtu.be/VhjJDMFOn0 <p>Explore:</p> <ul style="list-style-type: none"> • Android Accessibility Features • Apple Accessibility Features <p>Discussion Post: Explore Microsoft's ease of access center. Discuss your experience and identify which types of individuals might find the ease of access center most helpful.</p>
9	Oct. 31	Online	<p>Augmentative and Alternative Communication</p> <ul style="list-style-type: none"> • Unaided communication • Low-tech communication • Mid-tech communication • High-tech communication • Selection and design considerations • Assessment 	<p>Read Chapters 10 & 12</p> <p>Watch:</p> <ul style="list-style-type: none"> • Augmentative Communication with head switch https://youtu.be/OgpiFJcw6kk • Eye Gaze https://youtu.be/Qm1AZf23kdM • Proloquo2Go https://youtu.be/oYpvc-dSTIY <p>Discussion Post: Watch several videos of augmentative communication users of different ages. Plan the transition of these students into your classroom. How would you ensure successful implementation?</p>
10	Nov. 7	In Class	Assistive Technology for Early	Read Chapter 11

			<p>Communication and Emergent Literacy</p> <ul style="list-style-type: none"> • What is communication? • Language development • Technology tools for early communication development • Emergent literacy <p>This week we will use the computer lab to explore and test various computer access and augmentative communication support devices and applications</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Switch Adapted Toys https://youtu.be/x0CVVnw2s94 <p>Read:</p> <ul style="list-style-type: none"> • Learning to Communicate: Strategies for Developing Communication with Infants Whose Multiple Disabilities Include Visual Impairment and Hearing Loss https://www.osepideasthatwork.org/node/150 <p>Discussion Post: Select a children's book. Describe a set of objects that can be used as the story is being read aloud.</p>
11	Nov. 14	In Class	<p>Technology Evaluations and Decision Making</p> <ul style="list-style-type: none"> • Team approach to assessment • Task and environmental considerations • QIAT – Quality Indicators for Assistive Technology • Training and technical support • SETT Framework for decision making 	<p>Read Chapter 13</p> <p>Watch:</p> <ul style="list-style-type: none"> • Quality Indicators for Assistive Technology https://youtu.be/UkGtctUD9P8 <p>Read:</p> <ul style="list-style-type: none"> • The SETT Framework <p>Discussion Post: Identify the four components of the SETT Framework and explain the significance of the order in which they are considered.</p>
12	Nov. 21	Online	<p>Technology Implementation</p> <ul style="list-style-type: none"> • Legal Basis for AT • IEP AT consideration 	<p>Read Chapters 14 & 15</p> <p>Watch:</p> <ul style="list-style-type: none"> • AT Consideration https://youtu.be/EQBqGuTCS5I • AT Implementation https://youtu.be/WOn-iCFgyII

			<ul style="list-style-type: none"> • IEP present levels of educational performance • Technology focused IEP goals • Accommodations and modifications • Implementation • Issues in AT Implementation • Funding 	<p>Read:</p> <ul style="list-style-type: none"> • Making it work – It's a team effort • Assistive Technology Model Operating Guidelines for School Districts and IEP Teams <p>Discussion Post: Identify the major funding sources for assistive technology. What are the major issues?</p> <p>Assignment 2 Due – Submit Link to the discussion board</p>
13	Nov. 28	In Class	Group Presentations	
14	Dec. 5	In Class	Group Presentations	
15	Dec. 12	Online	Wrap-up and Final Project Submissions	Assignment 3 Due

Evaluation Measures for Determining Students' Grades

1. Attendance, Weekly Assignments, and Blackboard Participation (25 Points)

2. Assignments

- **Observe/ Interview** a person with a disability (or their parent/guardian/teacher) who uses assistive technology in daily life. The technology could be a computer, an iPad, a mobile device, an augmentative communication device, or any low-tech or mid-tech device. Write a paragraph introducing the person. (Included in report should be a completed observation report form (found on Blackboard) **plus** a 2-page report which includes what was observed, the setting and your impressions) (25 Points) **Due Oct. 3**
- **Assistive Technology Portfolio (Group Project)**
For this project, students will design a digital portfolio of technology tools that have been collected over the course of the semester. At least five different software applications **and** five pieces of hardware should be identified. The portfolio will include:
 1. A detailed description of the software application or hardware device including a picture of the device/ software and an explanation of how the device works.
 2. Purchase information including manufacturer name, address, phone number, web address, and pricing.
 3. A detailed description of how the software/hardware could be used by at least three different types of students (**having three different disabilities**). For example, you might select a text-to-speech application, describe it in detail, and discuss how it could be used with students with visual impairments, learning disabilities, and speech impairments. Do not just list the disabilities but describe how the software/hardware

can be applied in a classroom setting. Groups of no more than three are acceptable. The link to your digital portfolio needs to be accessible to all students and posted to the appropriate discussion board. (25 Points) **Due Nov. 21**

- **Assistive Technology Plan**

Create an assistive technology plan for a student in your class. The plan should include:

- Student information including age, grade, environment, and disability.
- Detailed information about the task, the student needs, and abilities.
- Consideration of relevant environmental issues.
- Detailed information about the piece of technology being considered.
- Information on training, support, and assessment.

The final report should be 5-6 pages in APA format and be submitted via Blackboard. (25 Points) **Due Dec. 12th**

Grades

93-100 Points = A
90-92 Points = A-
87-89 Points = B+
83-86 Points = B
80-82 Points = B-
77-79 Points = C+
73-76 Points = C
70-72 Points = C-
69-65 Points = D
59 and Below = F

Academic Integrity Policy

It is expected that all work produced for this course is your own. If you plagiarize by using someone else's work as you own, you will automatically receive an "F" for the course. No exceptions. All assignments will be submitted to a plagiarism prevention service.

Office of Specialized Services

Accommodations will be provided for all students with a documented disability. If you require accommodation, please contact both your instructor and the Office of Specialized Services (800-555-1234) within the first two weeks of the semester.

Bibliography:

A. Required Text

Dell, A. G., Newton, D. A., & Petroff, J. G. (2016). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities*. Boston: Pearson

B. Supporting Bibliography

Alliance for Technology Access (1996). *Computer resources for people with disabilities*. Hunter House Publishing.

Angelo, J. (1997). *Assistive technology for rehabilitation therapists*. Philadelphia: F.A. Davis.

Anson, D. K. (1997). *Alternative computer access: A guide to selection*. Philadelphia: F.A. Davis.

Baine, D. (1982). *Instructional design for special education*. Englewood Cliffs, NJ: Educational Technology Publications.

Barcus, M., Flippo, K. F., & Inge, K.J. (1995). *Assistive technology: A resource for school, work, and community*. Paul H. Brooks Publishing.

Brett, A., & Provenzo, E. F. (1995). *Adaptive technology for special human needs*. Albany: State University of New York Press.

Carroll, J. J. (1992). *Computer and curriculum – training program development*. Natick, MA: Special Resource Publications.

Church, G., & Glennen, S. (1992). *The handbook of assistive technology*. Singular Publishing Company.

Clancy, J. C. (1991). *Special needs software and resources: A guide and directory* (4th ed.). Software and Resources.

Closing the gap and closing the gap resource directory. Henderson, MN: Closing the Gap.

Dockterman, D. A. (1991). *Great teaching in the one computer classroom*. Watertown, MA: Tom Snyder Productions.

Galvin, J. C., & Scherer, M.J. (1996). *Evaluating, selecting, and using appropriate assistive technology*. Aspen.

Lazzaro, J. J. (1996). *Adapting PC's for disabilities*. Addison-Wesley.

Lazzaro, J. J. (1993). *Adaptive technologies for learning and work environments*. American Library Association.

Lewis, R. B. (1993). *Special education technology: Classroom application*. Pacific Grove: Brooks/ Cole Publishing.

Lindsey, J. D. (1993). *Computers and exceptional individuals, 2nd Ed*. Austin, TX: Pro-Ed.

McCormic, J. A. (1994). *Computers and the Americans with disabilities act: A manager's guide*. New York: Windcrest/ McGraw-Hill.

Male, M. C. (1993). *Creating exceptional classrooms: Technology options for all*. Boston: Allyn and Bacon.

Male, M.C. (1994). *Technology for inclusion: Meeting the special needs of all students*. Boston: Allyn Bacon.

Ray, J.R., & Warden, K. (1995). *Technology, computers and special needs learner*. Albany, NY: Delmar Publishers.

Scherer, M.J. (1996). *Living in the state of stuck*, 2nd Ed. Brookline.

C. Additional Resources

Overviews of Assistive Technology

<http://www.edutopia.org/article/assistive-technology-resources>

IRIS Center at Vanderbilt University, Modules on Assistive Technology

<https://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=assistive-technology>

Center for Technology and Disability

<http://www.ctdinstitute.org/>

Disability Law: Section 508

<https://www.justice.gov/crt/department-education-q>

History of Assistive Technology

<http://www.disabilitymuseum.org/dhm/index.html>

Universal Design

<http://www.cast.org/our-work/about-udl.html#.WZMIw1GGM2x>

Read Write Think

<http://www.readwritethink.org/>

Graphic Organizers

<http://www.inspiration.com/>

Bookshare

<https://www.bookshare.org/cms/>

QIAT

<http://www.qiat.org/>

SETT Framework

<http://www.joyzabala.com/Documents.html>

Information for Parents

<https://www.greatschools.org/gk/articles/matching-assistive-technology-tools-to-individual-needs/>

Software Evaluation

http://www.teach-nology.com/teachers/educational_technology/software/

Augmentative and Alternative Communicatin

<https://www.isaac-online.org/english/home/>

References

Dell, A. G., Newton, D. A., & Petroff, J. G. (2017). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities*. Boston: Pearson.

Appendix

Assignment 3: Syllabus

by Stephanie Talalai

Submission date: 15-Aug-2017 11:54AM (UTC-0400)

Submission ID: 837325959

File name: Talalai_Proj_3.docx (37.9K)

Word count: 2303

Character count: 15206

25%

SIMILARITY INDEX

23%

INTERNET SOURCES

10%

PUBLICATIONS

18%

STUDENT PAPERS

4%

3%

Assignment 3: Syllabus

ORIGINALITY REPORT

PRIMARY SOURCES

Submitted to Grand Canyon University

Student Paper

Submitted to American Intercontinental

1%

1%

1%

University Online

Student Paper

www.edb.utexas.edu

Internet Source

www.pearsonhighered.com

Internet Source

1%

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assist.batol.net

Internet Source

www.ntnu.edu.tw

Internet Source

Submitted to Georgia College & State

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University

Student Paper

www.siva.it

Internet Source

cuseinkenya.syr.edu

Internet Source

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www.sportcentric.com

Internet Source

www.dr-banderlotaibi.com

Internet Source

DUHANEY, LAUREL M. GARRICK DUHANEY,

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DEVO. "ASSISTIVE TECHNOLOGY: MEETING

THE NEEDS OF LEARNERS WITH

DISABILITIES.", International Journal of

Instructional M, Fall 2000 Issue

Publication

www.paperworkliteracy.com

Internet Source

www.webworldinc.com

Internet Source

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www.cssjournal.com

Internet Source

B. Schlosser. "The Future of Psychology and
Technology in Assessment", *Social Science
Computer Review*, 12/01/1991

Publication

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atri.misericordia.edu

Internet Source

Submitted to Florida International University

Student Paper

curbcut.net

Internet Source

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"A PRELIMINARY INVESTIGATION OF VISUAL
GOAL MARKERS TO PROMPT FLUENT ORAL
READING : Visual Goal Markers", *Psychology
in the Schools*, 2016.

Publication

DeVries, R. C., J. Deitz, and D. Anson. "A
Comparison of Two Computer Access Systems
for Functional Text Entry", *American Journal of
Occupational Therapy*, 1998.

Publication

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Internet Source

www.clab.edc.uoc.gr

Internet Source

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