

SPED 521
Sections 01 and 02

Assistive Technology for Students with Disabilities

Spring 2019

Professor: **Ellen Farr**

Office Address: **EDUC 312I**

Email Address: **farr@tcnj.edu** (best way to reach me)

Office Hours: **Tuesdays 9 am - 9:50 am; Wednesdays 9 am - 9:50 am; 4:00 pm-4:50 pm**

Course Description: With an emphasis on technology applications that benefit children and youth with disabilities, this course focuses on teaching students the skills they will need to select and use assistive technology appropriately and effectively. Emphasis is placed on establishing skills in the areas of technology to support literacy (reading and writing); technology to create and provide visual supports; technology to provide access to the curriculum; augmentative communication; selecting appropriate apps for iPads and other mobile devices, and assistive technology decision-making and implementation.

Required Readings:

Books

Dell, A. G.; Newton, D. A. & Petroff, J. G. (2017). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities – 3rd edition*. Boston: Pearson.

Draper, S. (2012). *Out of my mind*. Atheneum Books for Young Readers.

Articles posted on Canvas

Broun, L. (2009). Take the pencil out of the process. *Teaching Exceptional Children*, Vol. 42, No. 1, pp. 14-21.

McSheehan, M.; Sonnenmeier, R. & Jorgensen, C. (2002, May). Communication and learning: Creating systems of support for students with significant disabilities. *TASH Connections*, 8-13.

QIAT Community (2012). *Quality indicators for assistive technology services -- Research-based revisions*. Download from www.qiat.org (Links to an external site.)[Links to an external site.](http://www.qiat.org)

Russell, C. (2008). How are your person-first skills? *Teaching Exceptional Children*, 40(5), pp. 40-43.

Catalogs/websites of assistive technology products [to be distributed in class or online].

Course Requirements:

1. General Student Expectations

The following are the general student expectations that are required to successfully complete this course of study:

- Active participation is a **MUST!** Class participation should be informed by class readings, as well as personal and professional experiences.
- **Attendance is mandatory.** All students are expected to attend each class session.
- Readings and assignments should be completed **by the date** on the syllabus. Grades on assignments submitted late, without prior approval, will be reduced by a letter grade each class session it is late.
- Every student must access CANVAS and check TCNJ email.
(Visit <http://account.tcnj.edu> **Links to an external site.** for directions on forwarding your TCNJ account to another personal account, e.g. gmail.)
- All assignments should be of **graduate-level** writing and double-spaced with ample margins. Use the APA style guide for citations.
- Familiarize yourself with TCNJ's academic integrity policy:
<http://academicintegrity.tcnj.edu/documents> (**Links to an external site.**) **Links to an external site.**

2. Workload

Participation (10%) in class activities, including completion of an online survey, postings on Canvas discussion board, and collaborative problem-solving with other students in the class

Assignments (90%): Detailed guidelines are posted under [Assignments](#).

1. **Assistive Technology Tools to Support Writing:** Decide how assistive tech can help students meet the writing demands of specific assignments.
2. **Assistive Technology Tools to Support Reading:** Decide how assistive tech can help students meet the reading demands of specific assignments.
3. **Creating Visual Supports to Increase Appropriate Behavior:** Create three kinds of visual supports using technology.
4. **App Review:** Preview and explore an app for a mobile device (iPad or Android tablet) that addresses the needs of students with disabilities. Write a review of it following the Evaluating Apps Rubric.
5. ***Out of My Mind* Reaction Paper**
6. **Creating an Activity-Specific Communication Board:** Create an activity-specific, age-appropriate communication board using BoardMaker or an appropriate app for a mobile device (e.g., *Go Talk Now* or *Proloquo2Go*).
7. **Webinar for Professional Development**

Course Purpose and Learning Goals: Consistent with the five themes that comprise the School of Education's Conceptual Framework for the Preparation of Exemplary Professionals, the readings, assignments, and activities in this course are designed to provide students with opportunities to acquire and utilize knowledge and skills in the following ways:

Subject Matter Expertise (NJPTS #1)

- 1) Summarize major research findings and trends related to the use of technology with children and youth who have low incidence disabilities. (Middle States Competency: Information Literacy)
- 2) Describe ways in which technology can be used to assist with planning and managing instruction for students with low incidence disabilities.
- 3) Access information on assistive technology and related issues on the Internet. (Middle States Competency: Information Literacy)
- 4) Describe how the Core Curriculum Standards and the NJ Core Curriculum Content Standards in Cross-Content Workplace-Readiness relate to technology and the role technology can play in helping students meet them. (Middle States Competency: Information Literacy)
- 5) Demonstrate an understanding of the perspectives of parents of children with disabilities on the use of assistive technology in school.

Excellence in Planning and Practice (NJPTS #4, #6 & #9))

- 6) Use technology to modify instructional methods and materials in order to make the New Jersey Core Curriculum Content Standards accessible to students with low incidence disabilities. (Middle States Competency: Critical Analysis and Reasoning; Technological Competence)
- 7) Choose and use appropriate technology to meet instructional objectives. (Middle States Competency: Critical Analysis and Reasoning; Technological Competence)
- 8) Match a child's motor and cognitive abilities/disabilities with appropriate access methods. (Middle States Competency: Critical Analysis and Reasoning; Written Communication)
- 9) Design and complete a series of customized computer-based activities for curriculum integration. (Middle States Competency: Technological Competence; Information Literacy)
- 10) Design and complete a customized augmentative communication overlay for a specific activity/environment. (Middle States Competency: Technological Competence)
- 11) Collaborate with colleagues to select assistive technology tools and troubleshoot technical problems. (Middle States Competency: Technological Competence; Information Literacy)

Commitment to All Learners (NJPTS #3 & #7)

- 12) Demonstrate an understanding of the research on equity issues in educational technology related to race, gender, and ethnicity. (Middle States Competency: Critical Analysis and Reasoning)
- 13) Describe technology's role in the successful inclusion of students with low incidence disabilities. (Middle States Competency: Critical Analysis and Reasoning)

Strong, Positive Effect on Student Growth (NJPTS #5)

- 14) Describe how assistive technology has impacted a student's school performance. (Middle States Competency: Critical Analysis and Reasoning)

Professionalism, Leadership and Advocacy (NJPTS # 10

15) Describe the legal bases for assistive technology use in schools.

16) Demonstrate an understanding of the process of getting assistive technology integrated into students' IEPs. (Middle States Competency: Critical Analysis and Reasoning)

Course grading scale (in potential earned points)

A = 96.0 to 100.0	B- = 80.0-82.9	D+ = 67.0- 69.9
A- = 90.0-95.9	C+ = 77.0 - 77.9	D = 63.0-66.9
B+ = 87.0-89.0	C = 73.0 - 76.9	D- = 60.0-62.9
B = 83.0-86.9	C- = 70.0-72.9	F = 0-59.9

Requesting Accommodations

Students who experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The Accessibility Resource Center (ARC) is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information please visit the [Accessibility Resource Center](#).

Relevant TCNJ Policies:

- [Final Examination-Evaluation-Reading Days](#)
- [Absence and Attendance](#)
- [Academic Integrity](#)
- [Americans with Disabilities Act](#) (ADA)
- [Withdrawing from a Course Policy](#)
- [Add/Drop Policy](#)
- [Classroom Recording Policy](#)
- [Remote Classroom Camera/Microphone Use and Recording Policy – Interim](#)