

SED 379 Assistive Technology for Individuals with Disabilities
Department of Special Education
Illinois State University
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Section - 03
Fairchild Hall 324

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I. Catalog Description and Prerequisites

Overview of a wide range of assistive technology devices and services for individuals with moderate, severe, or multiple disabilities. Demonstration of devices, laboratory experience, and identification of funding resources. Prerequisites: SED 101 or equivalent, or consent of the SED department chair.

Overview

Technologies in and of themselves do not enable people with disabilities to be active, participating members of their communities or workplaces. It is effective training and collaborative teaming in the use of appropriate technologies, their application to consumers' environments, and appropriate evaluation of those technologies that enable individuals with disabilities to function and participate more fully in their daily lives.

Because the quality of life of many individuals with disabilities can be greatly enhanced through the use of assistive technologies, it is imperative that future educators complete their teacher education programs with an awareness of the potentials of various technologies along with basic skills in the selection and implementation of these technologies. Special educators, in particular, must be able to contribute meaningfully to efforts aimed at teaching people with disabilities and their families or caregivers how to select, use, and evaluate the effectiveness of various technologies.

To understand a student's assistive technology needs, the educational team must start with understanding the unique abilities and needs of the student and the learning environments in which the student functions. The activities, skills, and task behaviors a student needs to engage in to be effective across environments must be identified. Then, the team can understand how a student's capabilities and limitations may influence his or her functioning. From that point, team members can identify appropriate assistive technology that may facilitate full or improved functioning across learning environments. Furthermore, team members can support efforts to seek necessary funding sources for assistive technology devices and services.

II. Purpose of the Course (Objectives)

The purpose of this course is to offer preservice and/or in-service educators experiences in gaining:

- knowledge in understanding a historical perspective related to legal and societal issues with respect to technology for individuals with disabilities, including accessibility and principles of universal design;
- knowledge of technology funding sources, barriers, and potential solutions;
- knowledge and skills required in evaluating the applicability of instructional software; and
- knowledge and skills in using a range of assistive technology to work effectively and equitably with student with disabilities.

Students enrolled in teacher certification programs at Illinois State University are committed to realizing the democratic ideal by developing the highest educational and quality of life potential for all learners, including those with disabilities. The Council for Exceptional Children has developed a set of standards defining the knowledge and skills special educators need as they enter the profession. Correspondingly, the Illinois State Board of Education (ISBE) has further defined these standards for teacher candidates. In addition, Illinois State University requires that all teacher candidates meet competency No. 9 of the Instructional Technology Passport System.

This course is focused on developing the following professional standards:

A. LBS I and LBS II Standards (as defined by ISBE)

Knowledge: *The competent learning behavior specialist understands -*

LBS4G. Adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.

LBS4H. Guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).

LBS7A. Collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

LBS8A. One's scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

1B. Issues in diversity and assistive technology.

2A. The impact of technology at all stages of development on individuals with exceptional learning needs.

3A. The use of technology in the assessment, diagnosis, and evaluation of individuals with disabilities.

4A. Procedures for evaluation computer software and other technology materials for their potential application in special education.

Performance: *The competent learning behavior specialist -*

LBS4P. Evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.

LBS7B. Collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

LBS8B. Practices within one's own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

1D. Uses technology-related terminology appropriately in written and oral communication.

1E. Describes legislative mandates and governmental regulations and their implications for technology in special education.

2B. Matches characteristics of individuals with exceptional learning needs with technology product or software features.

3G. Identifies placement of devices and positioning of the individual to optimize the use of assistive or instructional technology.

3I. Makes technology decisions based on a continuum of options ranging from no technology to high technology.

4C. Identifies and operates software that meets educational objectives for individuals with disabilities' learning needs in a variety of educational environments.

4D. Identifies and operates instructional and assistive hardware, software, and peripherals.

B. Instructional Technology Passport System Competency

C. The teacher candidate demonstrates the ability to use asynchronous and synchronous telecommunications effectively.

H. The teacher candidate demonstrates the ability to use a range of assistive technology to work effectively and equitably with students with disabilities.

III. Required Texts and Course Materials

Texts:

Kelker, K. A. & Holt, R. (2000). *Family guide to assistive technology*. Cambridge, MA: Brookline Books.

Additional Required Readings:

Found online through Blackboard.

IV. Learning Activities and Course Assignments

Knowledge Checks	100 pts
Evidence of Technology Proficiency (ETP) Portfolio	900 pts
TOTAL	1000 pts.

Note: Above assignments sheets will become available on line.

Course Grading System

<u>% of total possible points</u>	<u>Letter grade</u>
100 - 93	A
92 - 84	B
83 - 75	C
74 - 66	D
65 and below	F

Standards for Written Work (Spelling, Grammar, etc.)

As teachers are expected to use exemplary written and spoken communication, all assignments will be evaluated for grammar and spelling, as well as for content. Students are encouraged to seek proofreading assistance before submitting written products. Failure to correct errors (i.e., "typos" or handwritten corrections) will be treated the same as grammatical errors. Evaluation criteria for each written product include professional writing components. Assignments due on a class date are to be turned in at the beginning of the class session. Students absent from class should ensure that the assignment is turned in prior to class, unless other arrangements have been made in advance with the instructor's approval.

Other Course Standards

Students are expected to demonstrate professional behaviors such as willingness to learn, reflective thinking and self-evaluation skills, and respect for fellow students, colleagues, faculty, and community members. Cell phone are not tolerated. Students are expected to attend and participate in all class sessions. Students are expected to remain for the entire class session and to arrive on time. Participation in large and small group activities is a very important part of the course. During these activities will have opportunities to analyze critically, synthesize, and apply course information from class readings and presentations.

There will be no opportunity to make up those activities that have an assigned point value. An alternative assignment for a maximum of 70% of the original activity's point value may be negotiated with the instructor within one class session of the reported absence.

Since the assignments and exams in this course correspond directly to standards as defined by ISBE and ISU, students must demonstrate competencies sufficient to meet or exceed all course standards prior to the completion of the course. A final grade **will not** be assigned to any student who has failed to meet **any** of the standards associated with this course. . Supplementary work associated with meeting a failed standard does not automatically constitute a change in grade on a given assignment

All assignments must be submitted in whole using a folder or a binder or, as appropriate, uploaded via Blackboard. The contents of the folder or binder must include the materials for the entire assignment. Contents missing from the folder or binder will be interpreted as missing and will result in a reduction of points on the given assignment. Submitted work must also clearly indicate the name of the author(s) and the course and section number on the document. Failure to provide this information will result in the assignment being considered late which will cause appropriate penalties to be applied.

Disposition

A student's disposition can either positively or negatively impact his or her experience in the course as well as the experiences of his or her peers. Students are reminded that the instructor expects students to act in accordance with the Disposition Indicators as put forth by the College of Education:

(<http://www.coe.ilstu.edu/teacheredcenter/cecp/downloads/DispositionConcerns.pdf>).

Academic Integrity

Academic integrity is expected in all class-related endeavors. Students are expected to be honest in all academic work. Offenses involving academic dishonesty include, but are not limited to, the following: cheating on quizzes or examinations, computer dishonesty, plagiarism, grade falsification or collusion (see *Student Handbook* for definitions and University regulations regarding academic dishonesty). Acts involving academic dishonesty will be reported to the Department Chairperson and the Student Judicial Office. The penalties for academic dishonesty may be severe, ranging from failure on the particular class requirement, to failure in the course, to expulsion from the University in extreme cases (see *Undergraduate Catalog* and *Student Handbook* for a description of adjudication procedures).

Special Needs

Students who need accommodations based on a disability may contact the Office of Disability Concerns (438-5853 or TT/TDD 438-8620).

Course Calendar

The nature of this course is one that responds to the needs of the class. While every effort is made to maintain a fixed schedule in the course, some flexibility in the schedule is required. The course schedule, listing discussion topics, due dates, etc., will be posted in the calendar section of Blackboard. Students are expected to check the schedule often. In this way, there can be an ongoing communication system between instructor and students regarding any schedule changes.

References:

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Addendum to SED 379 Syllabus
Spring 2008

Research Assignment For Graduate Students

Graduate students will complete the following additional course requirement:

- Students will submit a proposal for an area of research (review of literature) they would like to conduct related to an area of interest with regards to assistive technology. The proposal should be no more than 150 words and clearly delineate the purpose of the research and the scope of the the final project. This proposal must be submitted no later than the fourth class meeting.
- Upon approval of the proposal, students will construct a 3-5 page paper, with full APA (5th Ed) style, that follows the approved proposal.

This assignment is done on a pass/fail format.

An equivalent assignment may also be considered.