Campbellsville University

School of Education

**SED 740**

**Assistive Technology and Communication Interventions for**

**Students with Moderate and Severe Disabilities**

Professor: Dr. Sonya Anglin

**Class:** Assistive Technology and Communication Interventions for

Students with Moderate to Severe Disabilities

] **Email:** seanglin@campbellsville.edu

**Phone**: 606-308-5621

**Chat Time:** Thursday, 5:30-6:45 p.m.

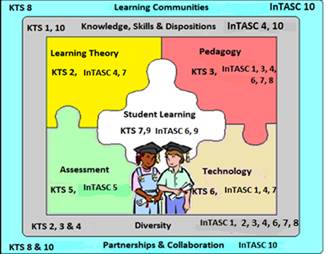
* ***Class meets one-hour per week for 75 minutes.***

**Virtual Office Hours:**

# The professor can be reached anytime by email.

**School of Education Conceptual Framework**

***THEME: “EMPOWERMENT FOR LEARNING”***



Required Texts:

Beard, L., Carpenter, L, & Johnston, L. (2014). *Assistive Technology: Access for All Students*. Upper Saddle River, NJ: Pearson Education, Inc.

## School of Education Mission Statement

The School of Education, in keeping with the spirit of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, can positively impact student learning and are committed to life-long learning in a global society.

The vision of the School of Education at both the initial level and the advanced level align with the core beliefs of the National Board for Professional Teaching Standards as follows:

* Teachers are committed to students and their learning.
* Teachers know the subjects they teach and how to teach those subjects to

students.

* Teachers are responsible for managing and monitoring student learning.
* Teachers think systematically about their practice and learn from

experience.

* Teachers are members of learning communities.

**Course Description:**

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of moderate to severe disabilities. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be researched and reported through oral and written presentations. Students will gain a working knowledge of forms of assistive technology that will enable students with moderate to severe disabilities to communicate and participate physically in the classroom.

**Course Objectives:**

The student will:

1. Cite relevant laws regarding special education and use of assistive technology with students.
2. Determine the most appropriate form of assistive technology to use with an individual student.
3. Identify ethical standards of practice regarding the use of assistive technology with students.
4. Identify professional organizations that provide publications and professional development for teachers in the areas of students with moderate to severe disabilities and assistive technology.
5. Create a model/plan for a classroom that utilizes Universal Design for Learning (UDL).
6. Identify ways the Response to Intervention (RTI) process can be utilized to allocate appropriate resources to individual students.
7. Identify the relevant stakeholders in the Individual Education Plan (IEP) process for a student with moderate to severe disabilities and discuss their roles.
8. Identify and describe the steps involved in referral and assessment of a student with moderate to severe disabilities for assistive technology.
9. Identify assistive technology appropriate for use with young children.
10. Identify assistive technology appropriate for students with high-incidence disabilities.
11. Interview a person who evaluates moderate to severely disabled students (school psychologist, speech pathologist, occupational therapist, physical therapist) about the evaluation process and resources and what criteria they use in making recommendations to Admissions and Release Committees (ARC) about assistive technology.

12.Interview a bus driver who regularly drives the bus for students with moderate to

severe disabilities or a school transportation director about transportation and

safety issues related to this population. .

13.Interview one other member of the ARC for a student with moderate to severe

Disabilities (parent, school counselor, teacher, special education director, school nurse, principal) about their experiences with students utilizing assistive technology.

14. Interview a vocational rehabilitation counselor about transition issues and options

and assistive technology and services available to them after they leave the

public school system.

14. Identify and describe forms of assistive technology for positioning and mobility.

15. Identify and describe forms of assistive technology for communication.

16. Identify and describe forms of assistive technology for sensory impairments.

Alignment with Curricular Guidelines and National Standards:

Diversity Proficiencies

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data.

8.1 Identifies students where learning could be enhanced by collaboration.

***The Council of Exceptional Children Standards (2004)***

This course meets the guidelines designated under the CEC standards for common core of knowledge and skills:

**Standard #1: Foundations**

ICC1K4, ICC1K5, DD1K1, DD1K2, DD1K5

**Standard #2: Development and Characteristics of Leaders**

ICC2K2, ICC2K3, ICC2K6, DD2K2

**Standard #3: Individual Learning Differences**

ICC3K1, ICC3K5

**Standard #4: Instructional Strategies**

DD4K1, ICC4S1, ICC4S5, ICC4S6

**Standard #5: Learning Environments/Social Interactions**

ICC5K1, ICC5K5, ICC5K6, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S7, DD5S2, DD5S3, DD5S5

**Standard #6: Language**

ICC6K4, ICC6S1

**Standard #7: Instructional Plannng**

DD7K1, ICC7S4, ICC7S9, DD7S3

**Standard #8: Assessment**

ICC8K1, ICC8K2, ICC8K3, ICC8S1

**Standard #9: Professional and Ethical Practice**

DD9K1, ICC9S1, ICC9S2, ICC9S3, ICC9S5

**Standard #10: Collaboration**

ICC10K2, ICC10K3, ICC10K4, DD10K1, ICC10S2, ICC10S3, ICC10S10, DD10S1

Kentucky Common Core Standards and College Readiness Standards

Students will use the Kentucky Core Academic Standards in designing learning goals/objectives and assessments.

## Cultural Diversity and Technology

The value of cultural diversity and individual differences will be addressed throughout this course, as curriculum modifications/adaptations are developed to meet the needs of individual learners. The use of various technologies to instruct lessons and modify curriculum will be explored.

**Class Attendance and Participation** Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent. Students must contribute to class discussions a minimum of five times; they should also contact the professor in advance if they might be absent.

**Course Requirements**

* **Field Hours (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**

Students will participate in **12 hours** of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another.(1) Observation and (2) assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original of the **Field Hours Form** must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed correctly in order to receive credit.

* **Exams (Midterm and Final – 100 points per exam) (KTS 5)**

Two exams (Midterm & Final) may include multiple choice, true/false, short answer, and short and long application questions.

* **Interview Project (200 pts.)**

Students will interview four individuals (a person who evaluates students with moderate to severe disabilities, a bus driver or transportation director who has experience with safety and transportation issues related to students with moderate to severe disabilities, a vocational rehabilitation counselor, and one other person who is part of the ARC for a student with moderate to severe disabilities. Students will produce a paper (20 page minimum) relating information learned from the interviews.

**Grading System**

**Activity Points**

Participation 100

Assignments 100

Midterm 100

Final 100

Field Experience 100

###### Interview Project 200

###### TOTAL 700

Course Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

**Course Schedule**

The course schedule is located in the course website and includes weekly topics, specific assignments, discussion activities, and due dates.

Incomplete Policy

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following 10 weeks. The highest grade attainable as a result of an Incomplete is a “B”. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2003-05 Bulletin Catalog, p. 35.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

Disability Statement

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

Title IX Statement:

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

References

Bausch, M. and Ault, M. (2008). Assistive technology implementation plan: A tool for

improving outcomes. *Teaching Exceptional Children*, 41 (1), 6-14.

Campbell, P., et. al. (2006). A review of evidence on practices for teaching young

children to use assistive technology devices. *Topics in Early Childhood Special*

*Education*, 26 (1), 3-13.

Dyal, A., Carpenter, L., & Wright, J. (2009). Assistive technology: What every school

leader should know. *Education*, 129 (3), 556-560.

Elder-Hinshaw, R., et. al. (2006). Engaging older students with reading disabilities:

Multimedia inquiry projects supported by reading assistive technology. *Teaching*

*Exceptional Children*, 39 (1), 6-11.

Erickson, K., Hatch, P., and Clendon, S. (2010). Literacy, assistive technology, and

students with significant disabilities. *Focus on Exceptional Children*, 42 (5),

1-16.

Hwa, L. and Templeton, R. (2008). Ensuring equal access to technology: Providing

assistive technology for students with disabilities. *Theory Into Practice*, 47,

212-219.

Johnstone, C., et. al. (2009). Assistive technology approaches for large-scale

assessment: Perceptions of teachers of students with visual impairments.

*Exceptionality*, 17, 66-77.

Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test

using assistive technology. *Journal of Visual Impairment & Blindness*, 102 (5),

261-271.

Marino, M., Marino, E., & Shaw, S. (2006). Making informed assistive technology

decisions for students with high incidence disabilities. *Teaching Exceptional*

*Children*, 38 (6), 18-25.

Parette, H., et. al. (2007). Monitor that progress! Interpreting data trends for assistive

technology decision making. *Teaching Exceptional Children*, 40 (1), 22-29.

Parette, Jr., H. and Murdick, N. (1998). Assistive technology and IEPs for young

children with disabilities. *Early Childhood Education Journal*, 25 (3), 193-198.

Rapp, W. (2005). Using assistive technology with students with exceptional learning

Needs: when does an aid become a crutch? *Reading and Writing Quarterly*, 21,

193-196.

Salminen, A., Petrie, H., & Ryan, S. (2004). Impact of computer augmented

communication on the daily lives of speech-impaired children. Part I: Daily

communication and activities. *Technology and Disability*, 16, 157-167.

Stover, D. and Pendegraft, N. (2005). Revisiting computer-aided notetaking:

Technological assistive devices for hearing-impaired students.

*Clearinghouse*, 79 (2), 94-97.

Stumbo, N., Martin, J., & Hedrick, B. (2009). Assistive technology: Impact on

education, employment, and independence of individuals with physical

disabilities*. Journal of Vocational Rehabilitation*, 30, 99-110.

Weikle, B. and Hadadian, A. (2003). Can assistive technology help us to not leave any

child behind? *Preventing School Failure*, 47 (4), 181-186.

Zascavage, V. and Keefe, C. (2007). Students with severe speech and physical

impairments: Reflections of models of social construct in educational decisions

for literacy instruction. *Journal of Disability Policy Studies*, 18 (1), 32-42.

Zascavage, V. and Keefe, C. (2004). Students with severe speech and physical

impairments: Opportunity barriers to literacy. *Focus on Autism and Other*

*Developmental Disabilities*, 19 (4), 223-234.