

**CIEP 343 Adaptive and Assistive Technology**  
**Spring, 2011**  
**Lake Shore Campus**  
**Dumbach Hall Room 229**  
**Fridays: 8:15 a.m. – 11:15 a.m.**

**Instructor: Lynda S. Hartman, M.A., M.L.S.**

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**Web Presences:**

<http://assistivetech-4alllearners.wikispaces.com> (wiki designed as a resource for this class)

<http://www.youtube.com/lshartman11> (check out my playlists)

<http://www.diigo.com/user/lshartman> (check out my bookmarks – warning ... lots of them, not that well organized)

**Office Hours:** Available before or after class by appointment.

**Course Description:**

This course is designed to introduce students to the field of adaptive and assistive technology (AT) – what it is and why it is important. Students will have the opportunity to explore hands-on, a wide range of assistive technologies and learn/apply a structure for the successful selection and use of tools.

**Course Outcome:**

Students will demonstrate an understanding of the range of assistive technologies and apply a decision making process to make appropriate selection and successful use of technologies to support student learning and access to the standard curriculum.

**Course Objectives:**

1. Students will become familiar with AT terminology; state and federal laws, practices and/or policies related to the provision of AT devices and services for children from 3-21 years old. (CC1K4, GC1K3, CF1)
2. Students will become familiar with models that provide the basis for AT decision making processes. (CC1K1, CF1)
3. Students will become familiar with AT decision making, selection and evaluation processes and procedures. (CC5S6, GC5S2, CC7S9, CC8S1, CC10S7, CF1, CF4, CF6)
4. Students will become familiar with the range of AT tools, software and web based resources including their characteristics, advantages and disadvantages and their application for students with disabilities. (GC4K1, GC5K2, GC5S2, CC6K4, GC7S4, ITS2F, CF5)
5. Students will evaluate and select different types of AT tools, software and web based resources to support individual learner needs and ability to access the standard curriculum as well as how to evaluate the effectiveness of the selected items. (CC4S3, GC4S7, GC5K2, CC5S3, GC5S2, CC7S9, GC7S4, GC9K2, CC8S1, CC8S6, ITS2C, ITS3B, ITS5C, ITS8B, CF5)
6. Students will learn how to incorporate AT needs into Individualized Education Plans (IEPs). (CC7S9, CC8S10)
7. Students will become aware of the some of the factors and cultural influences that can impact professional relationships with diverse clients/families related to the AT decision

making process and the successful implementation of AT. (CC1K7, CC1K10, CC2K3, CC3K3, CC9K1, CC9S6, CF3, CF4, CF6, CF7)

8. Students will become familiar with the codes of ethics and best practice standards in the field of adaptive and assistive technology (GC9K2, CC9S1, CF6, CF8).

9. Students will use productivity tools for word processing activities, spreadsheets for data collection and the Internet for web based explorations and presentations (ITS2C, ITS2D, ITS3B, ITS5C)

Standards Coding References:

CC, GC – Council for Exceptional Children. (2003). What Every Special Educator Should Know: Ethics, Standards and Guidelines for Special Educators.

CF – Loyola University of Chicago, School of Education. (2008) Conceptual Framework Standards.

ITS – Technology Standards for All Illinois Teachers Matrix [24.120]. 2<sup>nd</sup> Edition. (2002). Downloaded on 8/31/08 from

[http://www.isbe.state.il.us/profprep/CASCDvr/Wd97/24120\\_coretechnology.doc](http://www.isbe.state.il.us/profprep/CASCDvr/Wd97/24120_coretechnology.doc).

**Conceptual Framework**

Loyola's School of Education Conceptual Framework (CF) — *Professionalism in Service of Social Justice* – is exemplified within the context of this course. The framework standards are integrated into how students organize and understand the principles and practices within the field of assistive technology and how these understandings are then applied in the decision making process and interactions with professionals, students and families. The specific CF standards are matched to the course activities/objectives in the Course Objectives section above.

**Textbook:**

No textbook is required for this course.

**Supplemental Readings:**

Additional articles, web links to articles and web site links listed in the Student Course Syllabus will be available via the Blackboard.

**Required Use of Technology:**

Loyola E-Mail/BlackBoard:

Students will be expected to regularly check their Loyola e-mail account and log onto the Blackboard site to access any class announcements, to download and print required materials to be brought to class, to access supportive materials/assignments for this course, submit completed assignments, etc.

Gmail Account:

Students will need to obtain a Gmail e-mail account (free) in order to participate in activities related to iGoogle and Google Docs.

Flash Drives:

Students may wish to have an unused, 4GIG flash drive to receive a set of free applications for PC computers. Student may also wish to have a second flash drive available for transferring data between home and school based computer systems.

**Accessibility:**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Language:**

In our class discussions and your writing, please adhere to the recommendations made by TASH (The Association for the Severely Handicapped, now called The Association for Persons with Severe Handicaps) regarding the use of "People First" language. An article outlining those recommendations will be posted to the Blackboard, and students are expected to read the article prior to the first class.

**Diversity:**

Consideration for diversity is incorporated into this course. The first class session will include a discussion of "People First" language, which at its heart involves a consideration of and respect for all individuals. Additionally, students will have the opportunity to explore factors and cultural influences that can impact professional relationships with diverse professionals, clients and families related to the AT decision making process and the successful implementation of AT and how to address these factors/influences.

**Academic Honesty:**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Evaluation Procedures:**

### Attendance/Class Participation

Given that much of the learning in this class will take place via lecture/discussion, in class activities and tool explorations, it is important that you attend all classes, arrive on time, return promptly from break, and remain for the entire class. If you have to miss a class, please contact your instructor via e-mail and make arrangements with a classmate to get any class information. If an assignment is due on a day that is missed, please send your work as an email attachment to the instructor. All due dates and consequences for late work remain in place whether you are in class or not.

Students are expected to come to class having completed a careful reading/review of assigned materials, bring any required classroom materials and be prepared to actively participate in class discussions or activities.

### Learning Experiences (Clinicals)

Six class sessions are devoted to tool/device explorations. Two sessions will take place in a Loyola computer lab (location TBA). In order to provide students with appropriate hands on opportunities to explore a wide variety of AT tools and devices, four other class sessions are scheduled off campus. Students are expected to attend all clinical sessions, arrive on time and remain for the entire class session. As it will not be possible to make up a missed clinical experience, an alternative assignment, designed to provide some exposure to the missed activities, will be given. This alternative assignment is due at the beginning of the next class session. If the assignment is not turned in on time or if the grade is below 30 points (based on the accompanying rubric), the student will not be able to earn a grade of "A" in the class. If attendance at clinicals becomes a continuing problem, please be aware that this could cause the semester grade to go down even lower.

### Reference Citations

Any needed internal or external reference citations, should conform to the styles indicated in the *American Psychological Association's Publication Manual* (5<sup>th</sup> ed.) (2001). Washington, DC. American Psychological Association.

Class Assignments and Grading:

	<u>Points</u>	<u>Percent</u>
Class Attendance/Course Evaluations (1 point/each class, 4 points/mid-term evaluation, 3 points final evaluation)	20	5%
Evaluating Web Resources Reflection	20	5%
AT Legislation Table/Presentation	40	10%
What is AT? Reflection	20	5%
Working with Excel Data Practice	40	10%
AT Tool Exploration Extended Activities	80	20%
Tool Demonstration	40	10%
Web Site Exploration Forms	20	5%
Writing Referral Questions Practice	20	5%
Selecting AT Tools Activity	40	10%
AT Process Reflection	20	5%
Writing AT into the IEP Practice	20	5%
Web Site Class Presentation	<u>20</u>	<u>5%</u>
TOTALS	400 points	100%

All assignments are due on the date indicated in the Course Pacing Guide. Points will be deducted for late work as described on each assignment sheet.

Course Grade:

The grades in the School of Education are as follows and will be based on the following totals:

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
360 – 400	90-100	A
348 – 359	87-89	B+
320 – 347	80-86	B
308 – 319	77-79	C+
280 – 307	70-76	C
268 – 279	67-69	D+
240 – 267	60-66	D
below 236	below 59	F

## Course Overview Spring, 2011 - CIEP 343 Adaptive and Assistive Technology

<b>Week</b>	<b>Date</b>	<b>Location</b>	<b>Major Topics Covered</b>
1	Fri Jan 21st	LUC	<ul style="list-style-type: none"> <li>• Introduction to AT</li> <li>• Evaluating Web Resources</li> </ul>
2	Fri Jan 28th	LUC	<ul style="list-style-type: none"> <li>• AT Legislation</li> <li>• AT Funding</li> </ul>
3	Fri Feb 4th	LUC	<ul style="list-style-type: none"> <li>• Tools for Mobility, Positioning and Seating</li> <li>• Low Tech Tools for Math, Reading, Writing</li> </ul>
4	Fri Feb 11th	LUC Computer Lab TBA	<ul style="list-style-type: none"> <li>• Tools for Organization</li> <li>• Recreation and Leisure</li> <li>• Sensory Supports</li> </ul>
5	Fri Feb 18th	LUC Computer Lab TBA	<ul style="list-style-type: none"> <li>• Working with Data using Excel</li> </ul>
6	Fri Feb 25th	NSSSED Revere Offices (Northbrook)	<ul style="list-style-type: none"> <li>• Tools for Augmentative and Alternative Communication (AAC)</li> </ul>
7	Fri Mar 4th	NSSSED Tech Center (Highland Park)	<ul style="list-style-type: none"> <li>• Tools for Reading</li> </ul>
8	Fri Mar 11th	<b>NO CLASS – Spring Break</b>	
9	Fri Mar 18th	NSSSED Tech Center (Highland Park)	<ul style="list-style-type: none"> <li>• Tools for Writing</li> </ul>
10	Fri Mar 25th	NSSSED Tech Center (Highland Park)	<ul style="list-style-type: none"> <li>• Tools for Access (Computer, Math, Play)</li> </ul>
11	Fri Apr 1st	LUC	<ul style="list-style-type: none"> <li>• AT Decision Making Part 1</li> <li>- Models/Frameworks</li> <li>- Information Gathering</li> </ul>
12	Fri Apr 8th	LUC	<ul style="list-style-type: none"> <li>• AT Decision Making Part 2</li> <li>- Tool Selection</li> <li>- Trials</li> </ul>
13	Fri Apr 15th	LUC	<ul style="list-style-type: none"> <li>• AT and the IEP</li> </ul>
14	Fri Apr 22nd	<b>NO CLASS – Easter Break</b>	
15	Fri Apr 29th	LUC	<ul style="list-style-type: none"> <li>• Transition to the Adult World</li> <li>• Barriers to AT</li> <li>• Ethical Issues</li> <li>• Wrap Up</li> </ul>

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