



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**TLLSC 262: Assistive and Adaptive Technology**  
**Sequence 4: Specializing in an Area of Teaching and Learning: Supporting**  
**Students with Special Needs**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Spring Semester 2019

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Office Hours: By appointment only

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**Module Information**

Dates: February 25-March 15

Days: Mondays, Wednesdays, & Fridays

Times: 8:15 - 11:15 AM

Location: Mundelein 617

Clinical Sites: Sullivan High School and Al Raby High School

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**Module Description**

This course will provide opportunities to learn about assistive technology for students with disabilities and the integration of technology into teaching and learning within the field of special education. A variety of assistive technologies ranging from low to high tech will be discussed and demonstrated. Technology for high incidence as well as low incidence disabilities will be covered. Students will learn to apply a process for problem-solving and for the selection of appropriate tools to meet individual student needs. Students are expected to take an active role in learning about assistive technologies and hands-on learning will be included to facilitate that process.

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**Module Goals**

Essential Questions:

1. What is assistive and adaptive technology?
2. What does technology enhanced instruction look like?
3. How do you identify appropriate tools when incorporating assistive and adaptive technology into instruction?

As a part of this module, candidates will understand that effective educators:

- use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.

- explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (c1G) (IB)
- Describe core principles and practices of differentiating instruction, UDL and SIOP. (e1B) (IB)
- Generate examples of strategies for each of the core principles of differentiating instruction: i.e., how to modify instructional methods, materials, and the learning environment, and imbed them directly into instruction to facilitate learning for diverse learners, aligned to expectations, UDL and SIOP.(e1B, e1C) (IB)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (c1F, e1B, e1C, e1F, h1G, i1A) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (c1E, e1C) (IB)
- Explain legal provisions, rules, and guidelines regarding assessment accommodations and modifications for student populations. (g1H)
- Recognize the qualitative, quantitative, and individual factors in a text that affect text complexity including how to estimate text readability. (f1G)
- Consult academic texts or journals to read current research on designing instruction (i1A) (IB)
- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (e2K, i1A) (IB)
- Use core principles of differentiating instruction, UDL and SIOP to design instructional units and individual lessons. (c2J, e2D, e2E, e2F) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (c2G, e2F, e2G) (IB)
- Use the core principles of UDL (flexible means of presentation, engagement, and expression) and multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote critical and creative thinking, problem solving, and authentic performance. (b2E, c2F, c2J, e2A, e2D, e2E) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.(g2I) (IB)
- Provide opportunities for students to use school and community library resources to support discipline specific learning. (h1A, h1H, h2A, h2B)

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## Conceptual Framework

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this course focuses on the policies and practices that impact the instruction and assessment of diverse

students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

### **Conceptual Framework Standards**

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS3: Candidates demonstrate knowledge of ethics and social justice
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs:

***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **Candidates will be assessed on the following Disposition Outcomes:**

D4: Demonstrates professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (IB)

D5: Participate in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (i2G) (IB)

D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)

### **Essential IDEA Objectives:**

- Gaining factual knowledge
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course

evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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### **Grading Policy & Scale:**

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
Below 60%	F

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### **Attendance:**

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
  - Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
  - Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.
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### **Module Assignments**

- **Module Participation: 20% of final grade**
  - Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session.

### Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend classes.
- 1-Rarely late to class and regularly attend classes (No more than 1 absence).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

### Professional Attitude and Demeanor Part II

- 2-Always prepared for class with assignments and required class materials.

- 1-Rarely unprepared for class with assignments and required class materials.
- 0- Often unprepared for class with assignments and required class materials.

#### Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.

#### Level of Engagement in Twitter activity

- 2-Posts interesting and appropriate content/observations in a timely manner each week. Responds to others tweets with meaningful comments, questions, ideas
- 1-Posts relevant content/observaations in a timely manner. Responds to others tweets.
- 0-Posts inappropriate content/observations, posts later than requested deadline, little to no comments on others tweets

#### Listening Skills

- 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in class.
- 0-Rarely listen when others talk, both in groups and in class.

- ***Weekly Reflective Paper: 30% of final grade***

- On Sunday of each week, candidates will reflect upon their learning and experiences at the school sites as related to the module objectives and essential questions. They will also include thoughts regarding a prompt provided. Reflections will be emailed to instructor.

- ***Technology Review: 25% of final grade***

- There will be a number of low to high technology tools related assistive technology topics. Candidates may choose two and write a brief review of the technology or topic that was presented using a provided guide.

- ***Student AT review: 25% of final grade***

- Candidates choose one piece of software or hardware that you see used for a student(s) during your clinical site and write-up a general description of what it is, how it works and the type of impairment it helps to overcome. You also can choose a technology that you think would be helpful for your student, if appropriate.

- ***Sequence 4 Summative Assessment*** from TLSC 263 (Transition Planning) will account for approximately 5% of your grade in this class

#### **Technology/Communication/Electronic Etiquette**

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

### **Live Text**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#)

### **Diversity**

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education—**Social Action through Education**.

Date	Topic	Readings/Resources	Assignments
Mon Feb 26	What is Assistive Technology  Assistive Technology and the Law  SETT Process	<a href="http://www.joyzabala.com">www.joyzabala.com</a>  <a href="http://www.iltech.org">www.iltech.org</a>  <a href="http://www.setbc.org">www.setbc.org</a>  <a href="http://www.donjohnston.com">www.donjohnston.com</a>  <a href="http://www.aem.cast.org">www.aem.cast.org</a>  Westling and Fox Chapter 19 Technology	
Wed Feb 28	Sullivan		
Fri Mar 2	Al Raby		Week 1 Reflection due by Sunday 11pm Week 1 topic: What examples of AT do you see being used in your school placement? What exposure have you had to AT prior to this?
Mon Mar 5	Spring Break – Class does not meet		
Wed Mar 7	Spring Break – Class does not meet		
Fri Mar 9	Spring Break – Class does not meet		
Mon Mar 12	Augmentative and Alternative Communication  Tobiiati presentation	Check out these sites before Mon class <a href="http://www.dynavoxtech.com">www.dynavoxtech.com</a> <a href="http://www.tobiiati.com">www.tobiiati.com</a>  Westling and Fox Chapter 11 Communication	Technology Review by Monday night – in Sakai
Wed Mar 14	Sullivan		
Fri Mar 15	Al Raby		Week 3 Reflection due by Sunday 11pm

			<p>Week 3 topic: How has my knowledge and attitude toward assistive technology changed over the course of this semester? How will I take an active role in learning about AT and integrating it into my lessons when I am a teacher?</p> <p><b>Student AT review</b> due no later than Monday Night March 19th - Sakai</p>
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