



**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 2020

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Module Information

Dates: February 28-March 17

Days and times:

- Mondays synchronous between 8:15-11:15, Mundelein Center - Room 520
- Wednesdays, online/in person choice from 9:00-10:00 AM, + asynchronous work
- Fridays, group projects online/in person choice between 9:00-11:00 synchronous, completing asynchronous work

Location: Online – both synchronous and asynchronous

Group or Class MTGS: We will meet on Mondays from 8:15-11:15 on campus. On Wednesdays, we will be meeting as a whole class (i.e., synchronously) from 9-10 AM. I will stay on Zoom after class for office hours, you can also use Wednesdays to work on asynchronous content. On Friday's you will meet with your small groups to work on your course assessment for that week between 9:00-11:00 over Zoom. You can use the remainder of this time working on asynchronous content. The Zoom links for the Wednesday and Friday sessions are posted on Sakai.

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.

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) (CEC, 2022, 5.6)
- Describe core principles and practices of differentiating instruction, UDL and SIOP. (e1B) (IB) (CEC, 2022, 3.2)
- 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) (CEC, 2022, 2.2, 3.2)
- 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) (CEC, 2022, 2.2, 3.2, 5.6)
- 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) (CEC, 2022, 5.6)
- 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) (CEC, 2022, 3.2, 5.6)
- Use core principles of differentiating instruction, UDL and SIOP to design instructional units and individual lessons. (c2J, e2D, e2E, e2F) (IB) (CEC, 2022, 2.2, 5.6)
- Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G)(IB) (CEC, 2022, 3.2, 4.3, 5.6)
- Use technology to accomplish differentiated and universally designed instruction to enhance students' ongoing growth and development. (c2G, e2F, e2G)(IB) (CEC, 2022, 5.6)
- 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) (CEC, 2022, 2.2, 3.2, 5.6)

- 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) (CEC, 2022, 2.2, 3.2, 4.3, 7.1)
- Provide opportunities for students to use school and community library resources to support discipline specific learning. (h1A, h1H, h2A, h2B) (CEC, 2022, 5.6)

Related Council for Exceptional Children Standards (these are aligned with the objectives above)

2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

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 Digitation. 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)

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

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.

Module Assignments

Module Participation: 40% of final grade

These activities will include, but will not be limited to, online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes), keeping up with weekly reading assignments, and professional dispositions.

Attendance: Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

- 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.
- Integration of Readings into Classroom Participation
 - 2-Often cite from readings; use readings to support points.
 - 1-Occasionally cite from readings; sometimes use readings to support points.
 - 0-Rarely cite from readings; rarely use readings to support points.
- 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.

○ **Technology Review: 30% of final grade**

- There will be a number of low to high technology tools related to assistive technology topics. Candidates may choose two and write a brief review of the technology or topic that was presented using a provided guide. For product reviews, you can use text and or video (e.g., screen capture) to record. You just need to follow the guide I provided in Sakai. I would recommend Panopto ([link](#)) for recording screen capture or Zoom ([link](#)). You can also upload Zoom recordings into Panopto for streaming. The reviews do not need to be long, just long enough to provide the viewing with an understanding of the purpose of the technology and it's use.

○ **Student AT review – Choice Assignment: 30% of final grade**

- Choose one assignment from the choice board, responses include flexible formats. You can post your response in Sakai and/or the Special Needs Network for Educators (See the choice board).

For product reviews, you can use text and or video (e.g., screen capture) to record. I would recommend Panopto ([link](#)) for recording screen capture or Zoom ([link](#)). You can also upload Zoom recordings into Panopto for streaming. The reviews do not need to be long, just long enough to provide the viewing with an understanding of the purpose of the technology and its use.

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.

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).

Tentative Module Schedule

Date	Class Activities	Topic	Readings/Resources	Assignments
Mon Feb 28	Synchronous Class Meeting (On Campus) 8:15-11:15	What is Assistive Technology Assistive Technology and the Law SETT Process	Westling and Fox Chapter 19 Technology	
Wed Mar 2	Online check-in and asynchronous content 9:00-10:00 Synchronous		IRIS Assistive and Adaptive Technology Module (link) Pages 1-4 Explore these sites: www.joyzabala.com www.iltech.org www.setbc.org www.donjohnston.com https://www.cast.org/	

Fri Mar 4	Team Time 9:00-11:00 Synchronous – small groups		WATI from pages 21-47 - consider students needs, and environment - http://www.wati.org/wp-content/uploads/2017/10/WATI-Assessment.pdf	
Mon Mar 7		Spring Break – Class does not meet		
Wed Mar 9		Spring Break – Class does not meet		
Fri Mar 11		Spring Break – Class does not meet		
Mon Mar 14	Synchronous Class Meeting (On Campus) 8:15-11:15	Augmentative and Alternative Communication Lynette Strode ILTEC Presentation	Check out these sites before Mon class www.dynavoxtech.com www.tobiiati.com Westling and Fox Chapter 11 Communication	Technology Review by Monday night – in Sakai
Wed Mar 16	Online check-in and asynchronous content 9:00-10:00 Synchronous	Anne F. Jacobson - Speech Pathologist/ Assistive Tech Coordinator Maine Township	IRIS Assistive and Adaptive Technology Module (link) Pages 5-8	
Fri Mar 18	Team Time 9:00-11:00 Synchronous – small groups			Choice AT review due Monday, March 21st, by 11:59 PM

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 Digication. 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.

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings

Will be conducted over Zoom. I request you keep your camera on and mic muted unless you are speaking.

*Student Participation

I ask that student participate in all activities including chats, polls, and other online activities.

*Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center(SAC) (<http://www.luc.edu/sac/>).
***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

