



TLSC 432: Assistive and Adaptive Technology
Loyola University Chicago
School of Education
Sequence 4
Summer Semester 2016

Instructor Information

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Module Information

Dates: July 5-August 12
Days: Mondays and Tuesdays
Times: 9:00-11:30

Location: Loyola Lakeshore Campus-Mundelein Center Room 617
Clinical Site Location: Al Raby High School 3545 W Fulton Blvd, Chicago, IL 60624

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)
- 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)

IDEA Objectives:

- Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- 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:

Please refer to the IDEA Campus Labs website: <http://luc.edu/idea/>. Click on: Student IDEA Log In. You will complete your course evaluation on this link at the end of the course.

Candidates will be assessed on the following Disposition outcomes:

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

University Policies

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand 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/resources/academic-policies/academic-integrity/index.shtml>

For additional academic policies and procedures refer to:

www.luc.edu/education/resources/academic-policies/

Accessibility

Students with 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/>

Conceptual Framework

SOE's Conceptual Framework –*Social Action through Education* – is exemplified within the context of each particular course. Conceptual Framework standards are referenced in the specific course syllabus if applicable. Our conceptual framework is described here: www.luc.edu/education/mission/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Diversity

Throughout the course issues of diversity in education will be discussed in terms of best practices. Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. 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).

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

Module Policies

Grading Policy and Scale

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

Total Course Points	Percentage	Letter Grade
132-142	93%-100%	A
128-131	90%-92%	A-
123-127	87%-89%	B+
118-122	83%-86%	B
113-117	80%-82%	B-
109-112	77%-79%	C+
103-108	73-76%	C
99-102	70%-72%	C-
95-98	67-69%	D+
89-94	63-66%	D
85-88	60%-62%	D-
84 and below	Below 60%	F

Required Text and Materials

Westling, David L., Fox, L. & carter, E.W. (2015). Teaching Students with Severe Disabilities (5th Edition), New York: Prentice Hall.

LiveText. Click this link for more additional information, [LiveText](#).

Additional readings will be posted to Sakai.

Technology Expectations

This class will utilize technology often to aid our understanding of course content and material. This means that much of our time spent in class will be working collaboratively to explore and use various assistive technology devices. Students are encouraged to bring electronic devices to class. It is the expectation that technology used during class time is related to course topics and discussions. In this class, technology will be used as a *tool for learning*, and not as a distraction to learning. Applications such as instant messaging, email, text messaging, and web browsing that detract from student learning are highly discouraged. Use of these applications during class can impact a student's contribution grade for our collaborative class research.

Students should check Sakai and Loyola email for course communication. Although I will do my best to answer email in a timely manner, please allow 24-48 hours for a response. If you need an immediate response or have an emergency, please feel free to call my cell phone.

Student Dispositions

Student dispositions will be assessed according to the School of Education's dispositional rubrics. Student behaviors, discussion comments, coursework, and communication will be utilized to determine dispositional ratings related to: professionalism, fairness, and the belief that all students can grow.

Late Work

Assignments submitted late (meaning after the module meeting or specified due date) will receive a 5% grade reduction per day the assignment is late unless special arrangements have been made in advance or unless documentation of emergency verifies that the assignment absolutely could not be turned in on time.

Writing Expectations

Please use APA 6th edition for all written work in this course. Submitted written assignments should be typed, double-spaced, use Times New Roman 12 pt. font and have 1-inch margins.

Attendance

Attendance is extremely important to support your learning in this module. Here are a few reminders:

- Please arrive promptly and maintain excellent attendance records. You are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
- Inform your classroom teacher and instructor about any absences prior to the module session. (Ask your classroom teacher how she/he prefers to be informed). You can email, call, or text your instructor. If there is an emergency, please contact the instructor 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 unless permission to submit them late is given. If you are absent when an assignment is due, it is your responsibility to still submit them in time. Additionally, since our class sessions will be highly collaborative, you will be required to make up any missed work due to an absence.

Up to one missed class will be excused with proper documentation of illness or unavoidable injury. More than one missed class can negatively impact your grade for contributions to our collaborative class research.

Module Requirements

Assignment	Total Points
Participation and Attendance/Module Participation	25
Educational App Reviews (4 assignments each worth 10 pts)	40
Contributions to Class Research and Assistive Technology Resource List (in class)	30
SETT Presentation	40
Sequence 4 Summative Assessment	7
Course Total	142

Participation and Attendance/Module Participation (25 pts)

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. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles, as well as completing a reader response.

Professional Attitude and Demeanor Part I

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

Professional Attitude and Demeanor Part II

- 5-Always prepared for class with assignments and required class materials.
- 3-Rarely unprepared for class with assignments and required class materials.
- 1- Often unprepared for class with assignments and required class materials.

Level of Engagement in Class

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

Integration of Readings into Classroom Participation

- 5-Often cite from readings; use readings to support points.
- 3-Occasionally cite from readings; sometimes use readings to support points.
- 1-Rarely cite from readings; rarely use readings to support points.

Listening Skills

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

Educational App Reviews (40 pts)

Four Reviews at 10 points each

Students will be required to identify and review educational apps related to the specific topics that we are studying. For each review, students will assess two apps (using a provided rubric available on Sakai) prior to the class sessions. We will be reviewing apps in the areas of communication, writing, reading & math, and organization. Students should upload their reviews to Sakai, but also have them available for class discussion. All reviews will be made available to students so that the class will have a collective resource for future use.

A rubric is provided that describes how these educational app reviews will be evaluated.

Contributions to Class Research and Assistive Technology Resource List-in class (30 pts)

Five working sessions at 6 points each

During class sessions, we will spend time researching and exploring various assistive technology tools related to our area of focus for the day. During these working sessions, each student will be assigned a few pieces of assistive technology to research and experiment with in order to become the “spokesperson” for that tool. In addition, students will contribute to a shared class document by adding the following:

- Name of AT device
- Brief description of AT device
- Benefits of AT device to students
- On a scale of 1-10, how would you rate the ease of use of this device?
- On a scale of 1-10, how would you rate the overall quality/supportive nature of this device?

By the end of this course, students will have access to a shared document that reviews various assistive technology devices in the areas of: Seating/Positioning/Mobility, Communication, Computer Access, Writing, Reading, Math, Organization, Recreation & Leisure, and Daily Living.

A rubric is provided that describes how these contributions will be evaluated.

SETT Student Project Presentation (40 pts)

In this course, we will discuss the SETT (Student-Environment-Task-Tools) framework for making assistive technology decisions for students. For this project, you will focus on one student in your field placement classroom. The purpose of this project is to use the SETT framework to give three AT recommendations with rationale for your specified student. You will use classroom observations, conversations with Northside staff, course readings and class resources to help you complete this task. You will use the SETT forms to guide you through this project, but you will not be required to submit these documents.

In your presentation, you should:

- Describe the student's area(s) of need (Example: reading, communication, mobility, etc.)
- Identify and describe your 3 assistive technology recommendations for the student
- Provide a rationale for your recommendations
- Include a reflection of how the SETT process helped further your learning about using assistive technology with students

This presentation should utilize a visual presentation tool and be 15 minutes in length. A rubric is provided that describes how this project will be evaluated.

Sequence 4 Summative Assessment (7 pts)

From TLSC 433 (Transition Planning), the summative assessment will account for approximately 5% of your grade in this class. This must be posted to LiveText.

Tentative Combined Course Schedule, TLSC 432 and TLSC 433, Summer 2016

(Module schedule may be subject to change due to changes in school schedules, etc. Should changes be necessary, you will be given notice of the changes as soon as possible. The most current schedule will always be posted on Sakai.)

Week	Date	Location/Topic	Readings Due	Assignment/Due Date
Week 1	Monday, July 4	Class will not meet-July 4th Holiday		
	Tuesday, July 5	LSC Classroom, Mundelein 617 -Review Course Syllabi -Introduction to AT; AT & the law -The SETT Model	-Westling Chapter 19 -SETT articles posted on Sakai	
	Wednesday, July 6	LSC Classroom, Mundelein 617 -Introduction to Transition Planning & Person-Centered Planning -Self-Determination & Transition Planning	Westling Chapter 21	Search ISBE website for information on Transition Services. Choose 2 resources from the site and analyze their usefulness for students with moderate to severe disabilities, their parents and their high school education to prepare for the future.
	Thursday, July 7	On site at Al Raby High School -Discussion at 11:00 *Share impressions of summer program.		<u>Week 1 Reflection (433)</u> <u>Prompt:</u> How does Self-Determination play a major role in Transition Plans and Future Planning for students with moderate to severe intellectual disabilities? How can you teach Self-Determination in your classrooms? Provide specific examples. Post to Sakai by 11 pm by Sunday,

				July 10.
Week 2	Monday, July 11	LSC Classroom, Mundelein 617 -AT for Seating, Positioning, and Mobility & Communication -Best Practices in Transition & Transition Assessment	-WATI Chapter 2 & 3 (Sakai) -Article (posted in Sakai) -Westling pages 112- 115 (“Assessing Preferences....”)	(432) AT Research (completed in class)
	Tuesday, July 12	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Communication (App Review #1) Post in Sakai by 11 pm
	Wednesday, July 13	On site at Al Raby High School -Discussion at 11:00 *What types of AT have you seen so far?		(433) Review the Transition Plan for a student at Al Raby shared by your Mentor Teacher.
	Thursday, July 14	On site at Al Raby High School -Discussion at 11:00 *Impressions of Transition Plans for students at Al Raby.		<u>Week 2 Reflection (433)</u> <u>Prompt:</u> Best practices in transition planning include assessment and plan development. What specific assessments would you include in the Transition Plan? Post to Sakai by 11 pm by Sunday, July 17.
Week 3	Monday, July 18	LSC Classroom, Mundelein 617 -AT for Computer Access & Writing -Transition Pathways/Transition Planning/The Final Phases of Transition/Planning for Post Secondary Transition	-WATI Chapter 4-5 (Sakai) -Project RENEW (posted on Sakai) -Article (posted on Sakai)	(432) AT Research (completed in class)

	Tuesday, July 19	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Writing (App Review # 2) Post in Sakai by 11 pm
	Wednesday, July 20	On site at Al Raby High School -Discussion at 11:00 *Transition Plan Review Questions		
	Thursday, July 21	On site at Al Raby High School -Discussion at 11:00 *		<u>Week 3 Reflection (433)</u> Prompt: In what ways can students with disabilities participate meaningfully in the transition assessment and planning process? As an educator, how can you support the student in this process? Post to Sakai by 11 pm by Sunday, July 24. Transition Plan Review (433) Assignment due at midnight tonight (7/21/16).
Week 4	Monday, July 25	LSC Classroom, Mundelein 617 -AT for Reading & Math -Person-Centered Planning	-WATI Chapters 7 & 8 (Sakai) -Westling pages 97-194 ("Person Centered Planning")	(432) AT Research (completed in class)
	Tuesday, July 26	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews- 1 for Reading, 1 for Math (App Review #3) Post in Sakai by 11 pm
	Wednesday,	On site at Al Raby High School		

	July 27	-Discussion at 11:00 *Do you see Person-Centered Planning in place at Al Raby?		
	Thursday, July 28	On site at Al Raby High School -Discussion at 11:00 *Use of AT in summer programs		<u>Week 4 Reflection (433)</u> Prompt: What transition planning do you see being used on site at your placement? If needed, interview your mentor teacher to see what is in place for transition at the school site. Post to Sakai by 11 pm by Sunday, August 1.
Week 5	Monday, August 2	LSC Classroom, Mundelein 617 -AT for Organization -Person-Centered Planning & Self-Determination 2.0	-WATI Chapter 9 (Sakai) -Additional Reading TBD	(432) AT Research (completed in class)
	Tuesday, August 3	On site at Al Raby High School -Discussion at 11:00 *Share App Reviews		(432) 2 App Reviews for Organization (App Review #4) Post in Sakai by 11 pm
	Wednesday, August 4	On site at Al Raby High School -Discussion at 11:00 *		
	Thursday, August 5	On site at Al Raby High School -Discussion at 11:00 *		<u>Week 5 Reflection (433)</u> Prompt: What might be a family's greatest hopes and concerns as their son or daughter with severe disabilities approaches graduation from high school? As an educator, how can you support and assist in

				alleviating these concerns? What specific steps would you take? Post to Sakai by 11 pm by Sunday, August 8.
Week 6	Monday, August 9	LSC Classroom, Mundelein 617 -AT for Recreation/Leisure/Daily Living -Reflections on time spent at Al Raby -Final questions regarding final projects	-WATI Chapters 10-11 (Sakai)	(432) AT Research (completed in class) Submit compiled list to Sakai by midnight tonight.
	Tuesday, August 10	Class will not meet. Work on final projects. Instructor available by appointment.		(433) Student voice project Submit to Sakai by midnight tonight.
	Wednesday, August 11	Class will not meet. Work on final projects. Instructor available by appointment.		
	Thursday, August 12	LSC Classroom, Mundelein 617 -Final SETT presentations and Student Self-Determination -Share Student Voice Project		(432) SETT Presentation is due in class.