



Lehigh Carbon  
COMMUNITY COLLEGE

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### COURSE SYLLABUS

Spring 2016

CRN 15707

T/R 11:00 am-12:15 pm SH 124

SEC 01

### SED 205 51 - ASSISTIVE TECHNOLOGY FOR CHILDREN WITH EXCEPTIONALITIES

#### Course Description

Emphasizes the role of assistive technology and universal design for learning as a related service in supporting children with exceptionalities in educational environments as a related service. Students identify national, state, and local resources and address legal requirements and funding issues. Students are given the opportunity for hands-on experiences with a wide array of technological devices. *Requirement: 10 hours of field experiences and classroom observations.*

Please note: All Teacher Education course objectives are linked to CEC, NACTE, NAEYC, PDE national standards.

CEC: Council for Exceptional Children

NCATE: National Council for Accreditation of Teacher Education

NAEYC: National Association for the Education of Young Children

PDE: Pennsylvania Department of Education

#### Course Objectives

Upon completion of this course, the student will be able to:

1. Define assistive technology and universal design for learning and related terminology, assistive technology services and universal design for learning as it supports the continuum of child development.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	1	1	1	N/A

2. Demonstrate a basic understanding of the assessment process for universal design and assistive technology.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
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8

2

3

354.32 V

3. Describe applications of assistive technology and universal design for learning as it relates to the educational, home, and recreational setting.
- A. Environmental Control
  - B. Written Access
  - C. Augmentative and Alternative Communication (AAC)
  - D. Mobility
  - E. Access Technology

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	1	1	5	354.32 iB

4. Identify both low and high tech applications and adaptations as specially designed instruction. Identify features of most commonly used low and high tech assistive devices.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	1, 3	1	5	354.33 iB

5. List features of the most commonly used assistive technology.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	1	6	5	N/A

6. Describe the process for making knowledgeable decisions regarding assistive technology.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	3	2	1	354.32 IX

7. Identify national, state, and local resources for assistive technology available to programs and families to support children with exceptionalities.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	9	5	6	N/A

8. Identify how assistive technology is addressed in writing and implementing IEPs.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	7	6	4	354.32 II

9. Identify team members and their roles within the interdisciplinary IEP team, including parent input and support.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	10	5	2	354.32 II

10. Demonstrate awareness of the Individual with Disabilities Act (IDEA), Assistive Technology Act, and other federal and state related laws and regulations.

Standard:	<u>CEC</u>	<u>NCATE</u>	<u>NAEYC</u>	<u>PDE</u>
	1	6	6	354.32 IV

Becoming a Professional  
Course Policies and Guidelines

1. Attendance Policy

Class attendance and active participation maximizes the learning experience for all students. Excessive absenteeism will be dealt with in accordance with LCCC policy. The attendance policy is strict because your success in this course depends on your ability to participate and fully engage in all classroom activities. You will be dropped from this course if you miss more than **nine consecutive class hours of unexcused absences. On-line student attendance will be defined in terms of weekly log in requirements for the course and participation in the discussion board.**

2. Withdrawal Policy

After nine hours absent, the student may be withdrawn from the course. See Student Manual and LCCC academic year calendar for withdrawal dates. If you choose to withdraw from this course, you must submit written paperwork to the Enrollment Services Office, AD123. The last day to withdraw with an automatic “W” is within the first five weeks of class for a 15 week class, but will vary for a 12, 9, or 6 week class. All students receiving Financial Aid should consult with the Financial Aid office before any course withdrawal, as their aid may be affected.

3. Classroom Responsibilities

Students are expected to arrive to class on time with their portfolio and textbook. Students are expected to fully participate in class discussions and hands-on components and to be respectful of others and the instructor during lecture portions of the class. Cell phones are not to be used during class time.

Proper spelling and grammar demonstrate professional behavior and are expected on all formal papers. Papers may be handed back to students for work on these areas prior to grade being recorded.

All assignments are due on time. Without prior permission from the instructor, any late assignments will be graded down one grade full letter grade for the first week late. Without prior permission, assignments that are more than three weeks late or handed in after the last class will be graded as a zero. Students must notify the instructor on the day of a missed exam, otherwise, without instructor permission to make-up the exam, the exam may be graded as a zero. The student needs to contact the instructor immediately if the student misses two classes in a row or if the student misses an exam or due date for any assignment. The syllabus is a guideline and may be subject to change. It is the student's responsibility to be aware of the syllabus and to check about future assignments if the student is absent.

Help for students

All students are strongly recommended to discuss any questions about assignments or concerns about the course with the instructor as soon as possible. The instructor is avail-

able to ensure that students fully understand all course concepts and assignments. Set up an appointment for any individual help that may be needed. The instructor may also suggest various resources on campus that could be available for tutoring, help with writing skills, etc.

4. Statement Regarding Disabilities/Assistance

Students with disabilities must first contact the Office of Disability Support Services at 610-799-1156 to request course accommodations. Students are also encouraged to personally discuss arrangements with the instructor if there is a need to share medical emergency information or if there is a need for special building evacuation assistance in an emergency situation.

Tutoring

Free tutoring is provided for all Lehigh Carbon Community College students. Contact the Educational Support Center (SH150) either in person, online, or by phone (610-799-1156) for their tutoring schedule.

Library

The Learning Resource Center supports the research and information needs of the students at Lehigh Carbon Community College. These materials can either be accessed online from home or on campus at the Library. The knowledgeable staff looks forward to helping all students meet their educational goals.

5. Praxis information

FYI – any student who intends to transfer directly to a four-year college needs to make arrangements to take the Praxis Level 1 exam. This exam is required by the state for a later teaching certificate and does not impact on your graduation from LCCC or on your grade in this or any other class. The Praxis Level 1 exam should be completed by the time that students have completed 45 LCCC credits. Praxis brochures are available in the Resource/Research Lab, SH 125 or discuss any questions with your instructor.

6. Ethical Conduct in Lab

Students who are observing, lab students or student interns in school or child care programs must follow the CEC, NAEYC and NEA Code of Ethics. While on the premises, students must comply with the policies of that school center or agency. Any student whose behavior at a school, center or agency is found to be unethical according to the codes or who violates that institution's policies may receive a failing grade for the course and or be dismissed from the Teacher Education program and from the project SET SAIL or Flagship grant programs..

7. Program Portfolios

Key assignments from this class must be saved by the student for inclusion in the Program Portfolios for ECE, FLAGSHIP, Project REACH, and SET SAIL. The Program Portfolios are due at the start of the Practicum/Student Internship semester. It is each stu-

dent's responsibility to keep all documentation/assignments from this course for the Program Portfolio.

8. Weather

For class cancellations due to inclement weather, go online to or listen to the local news or radio stations.

9. Teaching and Grading Procedures

Teaching is based on class lectures, text readings, supplementary journal articles, technology presentations, cooperative learning experiences, hands-on workshops based on course content.

Grades are based on class participation, tests, portfolio assessment, lab participation, attendance and evaluation, research/topic papers, and oral presentations.

All students must refer to LCCC Department Manual

**Academic Honesty:**

Lehigh Carbon Community College expects that all work produced by students will represent their personal effort. Academic dishonesty includes but should not be limited to:

- Cheating on tests and exams.
- Using test aids.
- Copying.
- Sharing work with others.
- Stealing test materials.
- Plagiarism – Quoted materials must be enclosed in quotation marks with complete documentation indicating the source. Materials used without direct quotations should have the source indicated.
- Copying any written assignment such as papers, homework, lab reports, ENG105 research skills workbook.
- Copying any electronic assignments such as papers, homework, lab reports, programs, etc. Do not copy something from the Internet and call it your own.
- Purchase of all or part of papers, reports, workbooks, or other assignments.
- False statements designed to earn the student the right to make up missed work.

All offenses will be reported to the Dean of Students where a record is made and retained. (The instructor will decide how to handle each case of dishonesty, unless the penalty exceeds failing the course or affects something other than grades.)

Consequences of cheating or academic dishonesty may include any of the following:

- Receive a warning and retake the test or redo the assignment.
- Ability to retake the test or redo the assignment with a loss of points.
- Receive a grade of zero on assignment or test.
- Receive an “F” in the course.

WE WILL SKIP USING PDESAS WEBSITE FOR SUBMITTING WORK....I WILL POST NOTES ON MY SITE AND WEB STUDY



## Assignments

### Assignment 1A (group) worth 10 points:

We will design a game for Parkland students to play in the gym ( due Feb 4th, we will play Feb. 5th)

#### **Assignment #1: Website Reviews** ( 20 points) Presented in class 2/11/16

Select 2 websites, one that is intended for educational purposes (either regular education or special education) and one that is specific to assistive technology.

In a written document critique how appropriate and accessible the sites are for children with disabilities. List the name of the site, web address and objectives. Critically evaluate the websites for ease of accessibility, content, feedback and need for adult supervision.

In addition, select a web-based language translation site/software. Process/translate one of your website reviews through the site. Evaluate the ease of access to the translation site for individuals with disabilities.

Turn in both English language edition of assignment and the translated version.

Reviews should be typed, 1-2 pages each.

CEC Standards: 1,3 and 8 NACTE Standards: 1 and 2 NAEYC Standards: 1,3 and 5

#### **Assignment #2: Product Reviews/Demonstration** ( 20 points, presented in class March 29th, 2016)

Select a commercially produced product available in the LCCC Teacher Education Lab/ Closet , I-Pad, Android devices. List the product name, objective, intended grade level. Critique product for appropriateness in special education, identify appropriate age group, durability, need for adult supervision and cost effectiveness. Review should be 1-2 pages typed. Demonstrate selected product to class in a 10-15 minute presentation of the product.

CEC Standards: 1,3 and 8 NACTE Standards: 1 and 2 NAEYC Standards: 1,3 and 5

#### **Assignment #3: Adapting Materials for Everyday Use for Exceptional People/Demonstration AKA "The Wild, Wacky World of Velcro"**

**Write up posted on your website by 11:00am, April 14, 2016..present in class**

Select a piece of equipment (toys, puzzles, art materials, household tools, cleaning devices, etc) or a video game (Wii, etc) appropriate for the age group you intend to work with. Adapt the item and write a one-page Power Point presentation/handout describing the assistive technology/adaptations that were made and the benefits to the child in a "bulleted" format:

- Name of the tool/equipment/schedule
- Materials used to adapt it
- Children with what specific types of disability would benefit from this adaptation
- What are the objectives for using this material/tool/equipment?

Bring in the piece of equipment or material and report informally (approximately 10-15 minutes) in class:

- Why assistive technology/adaptations are needed for that particular imaginary child
- Demonstrate using this technology/adaptation yourself

- Discuss whether the adaptations were successful
- Brainstorm other adaptations that could be implemented

CEC Standards: 1 and 3 NACTE Standards: 1 and 2 NAECY Standards” 1,3 and 5

**Assignment #4: Observations ( 10 points each, total 20 turn in hard copies May 5th, 2016)**

Observation: Two five-hour observations (ten hours total)

Observation A: Educational setting, assistive technology

Visit a special education classroom and note the technology and adaptations used in the setting. You can observe in a public school setting or a specialized early learning center, such as Mercy Learning Center, Good Shepherd Rehab Center, The Hillside School, Camelot House, Intermediate Unit, Easter Seals, Safe Start, etc. and document your observation.

- record the name of the school/center, # of children/# of adults, date & time of observations
- list and photograph (without children present) the assistive technology devices seen
- describe the function of the device (for communication, mobility, access, etc.)
- describe the level of use (highly used, seldom used, etc.)
- describe the student’s reaction (enjoyment, ease of use, frustration level)
- describe the level of effectiveness

Write a (minimum) two page paper that details your assessment of what you observe.

Observation B: Using the ADA guidelines, conduct an audit of a school district or public facility.

- record the name of the facility, date & time of observations
- list the elements of Universal Design for access and function
- include 5 photographs with captions explaining the architectural design, adaptations, and devices that reflect Universal Design
- in the facility parking lot, count the number of designated handicapped-accessible spaces and then count the number of vehicles that have proper identification

Write a one page paper that details your assessment of what you observe.

**Assignment #5: Mid-term-(10 points) Class will design a math game for The Parkland Class ( March 5th group project)**

**Assignment #6: Final TBA (10 points)**

**GRADING**

90- 100 points =A

80-89 points = B

70-79 points =C

60-69 points =D

Below 60 points=F

**GRADING RUBRICS ATTACHED:**

	Standards	Content	Assessment
Week 1		I. Introduction to Assistive Technology 1. What is Assistive Technology?	
Week 2		2. What are Assistive Technology Services? 3. How Does Assistive Technology Support the Continuum of Child Development	
Week 3		4. Assistive Technology Terminology	Website Reviews

	Standards	Content	Assessment
Week 4		5. Individuals with Disabilities Act (IDEA), Assistive Technology Act, other federal and state related laws and regulations	
Week 5		II. The Team and the Process 1. SETT (Students, Environments, Tasks, Tools) Process	Assignment #4 Observation I
Week 6		2. Multidisciplinary Team	Assignment #3 Adapting Materials for Every Day Use
Week 7		3. Identifying Roles Within the IEP	
Week 8		4. Family Input and Support	Bringing it All Together Midterm Assessment
Week 9		III. Low Tech and No Tech Solutions	
Week 10		IV. High Tech Solutions 1. Environmental Control 2. AAC/ Communication 3. Vision/Hearing 4. Computer Access 5. Written Access 6. Mobility	
Week 11		V. Software Solutions and Adaptations 1. Off the Shelf 2. Specialty Software	Assignment #4 Observation #2

	Standards	Content	Assessment
Week 14		VIII. Putting It All Together	
Week 15	Review PDR for Course Assessment Credit		Final Assessment

Textbook(s)

Beard L. A., Carpenter L. B. & Johnston, L. (2011). Assistive Technology: Access for All Students. (2nd ed.). Merrill-Prentice Hall ISBN-10: 0-13-705641-9

Guest Experts

The Parkland Class

Corey Moyer

Jack the Dog

**NOTE: The instructor reserves the right to change this schedule at any time.**

PERM26E-jj

4/12/11



