TLLSC 210: 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 2015

Hank Bohanon
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Module Information
Dates: February 23-March 13
Days: Mondays, Wednesdays, & Fridays
Times: 8:15 - 11:15 AM
Cuneo 107
Northside Learning Center, Al Raby High School

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:
- Gain factual knowledge
- Learning to analyze and critically evaluate ideas, arguments, and points of view

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)

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: 25% 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/observations 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: 20% 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.
o **Student AT review: 20% of final grade**
  o 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.

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

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**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).

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**University Policies and Information**

**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. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

**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/

**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

**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
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Resources</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Mon Feb 23</td>
<td>What is Assistive Technology</td>
<td><a href="http://www.joyzabala.com">www.joyzabala.com</a></td>
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<td>Assistive Technology and the Law</td>
<td><a href="http://www.at-bc.ca/skills/index.html">http://www.at-bc.ca/skills/index.html</a></td>
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<td>SETT Process</td>
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<td><a href="http://atto.buffalo.edu">atto.buffalo.edu</a></td>
<td>Westling and Fox Chapter 19 Technology</td>
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<td>Wed Feb 25</td>
<td>Northside Learning Center</td>
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<td>Fri Feb 27</td>
<td>Al Raby</td>
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<td>Week 1 Reflection due by Sunday 11pm</td>
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<td>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?</td>
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<td>Mon Mar 2</td>
<td>Spring Break – Class does not meet</td>
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<td>Wed Mar 4</td>
<td>Spring Break – Class does not meet</td>
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<td>Fri Mar 6</td>
<td>Spring Break – Class does not meet</td>
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<td>Mon Mar 9</td>
<td>Augmentative and Alternative</td>
<td>Check out these sites before Mon class</td>
<td>Technology Review by Monday night – in Sakai</td>
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<td>Wed Mar 11</td>
<td>Northside Learning Center</td>
<td>Communication Tobiiati presentation Westling and Fox Chapter 11 Communication</td>
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| Fri Mar 13 | Al Raby                   | Week 3 Reflection due by Sunday 11pm 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?  

**Student AT review**  
due no later than Monday Night March 16th – Sakai