

Assistive Technology in the Classroom and Community

SPED 419 Fall 2019

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I am on Transitional Retirement and live in Arizona.

Course Discipline: Exceptional Education, Learning Behavior Disorders and Moderate and Severe Disabilities P-12; birth to early childhood.

Semester: Fall 2019

Prerequisites: SPED 330

Text: *Assistive Technology: Access for All Students*, 3rd Edition Pearson, Carpenter, L., Johnston, L., & Beard, L.
ISBN: 10: 0-13-348849-7

EXED 419 GOAL: Utilize this course as a tool to learn about effectively educating students with disabilities in a regular education environment to the extent possible. In addition, focus on assistive technology that facilitates success in school for children with disabilities while allowing all children access to the wide variety of learning experiences/materials offered in public schools today. Remember, all children have a right to a free and appropriate education! You will be instrumental in ensuring their success.

Schedule/Workload: This course is web-based. Assignments, discussions, etc. will be posted on Blackboard before the first week of the semester. You are responsible for checking the class site and your WKU email regularly throughout the semester for information regarding this course. Weekends are reserved for assignment completion, studying and resting. I try to grade assignments during the weekend since most are due on Fridays.

Course Description: EXED 419 is designed to provide an overview of assistive technology including augmentative/alternate communication devices and their application in exceptional child education and early childhood education. This course enables participants to develop a reliable technology plan and resource list that will enhance learning and success in school for children with disabilities as a result of interacting with students, parents, and teachers during the semester.

Course Objectives: Identify appropriate assistive technology based on the assessment of individual needs of a student with a disability.

Choose a variety of assistive technology options based on the individual needs of a group of students.

Identify and describe techniques for use of assistive technology in the following settings: regular class, resource room, self-contained class, etc.

Explain how the use of assistive technology may allow a child to be educated in the regular education classroom.

Create an adapted learning device focusing on assistive technology for a student with a disability.

WKU's College of Education & Behavioral Sciences

Professional Educator's Expected Dispositions: Note: As a student in the WKU Teacher Education Program, you will be assessed on your ability to exhibit these standards during your course of study.

Level 1: Dispositions assessed prior to program admission:

- a. Values learning: class participation/attendance
- b. Values learning: class participation
- c. Values learning: class preparation
- d. Values learning: communication
- e. Values personal integrity: emotional control
- f. Values personal integrity: ethical behavior

Level 2: Dispositions assessed along with Level 1: Dispositions after program admission

- g. Values diversity
- h. Values collaboration
- i. Values professionalism: respect for school rules, policies, and norms
- j. Values professionalism: commitment to self-reflection and growth
- k. Values professionalism: Professional development and involvement
- l. Values professionalism: Professional Responsibility

Kentucky's Teacher Standards

Standard 1: The teacher demonstrates applied content knowledge.

Standard 2: The teacher designs and plans instruction.

Standard 3: The teacher creates and maintains a learning climate.

Standard 4: The teacher implements and manages instruction.

Standard 5: The teacher assesses and communicates learning results.

Standard 6: The teacher demonstrates the implementation of technology.

Standard 7: The teacher reflects on and evaluates teaching and learning.

Standard 8: The teacher collaborates with colleagues, parents, and others.

Standard 9: The teacher evaluates teaching and implements professional development.

Standard 10: The teacher provides leadership within the school, community, and profession.

EXED 419 will focus on Kentucky Teacher Standards 4, 5, 6, & 9.

CEC Code of Ethics for Educators of Persons with Exceptionalities

Special education professionals:

Are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

Promote and maintain a high of competence and integrity in practicing their profession.

Engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

Exercise objective professional judgment in the practice of their profession.

Strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

Work within the standards and policies of their profession.

Seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

Do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC. Student Disability Services In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

Course Requirements/Point Designations/Grading

Assignments submitted past noted due dates will not receive full credit. Make sure that all work is completed as requested so that the conversation is meaningful for you and your colleagues.

Edit all work carefully. I expect you to submit professional/scholarly work at all times with citations. Remember, this is a 400 level class and you are going to be a teacher soon. I will read your work carefully and provide feedback accordingly.

Grading Scale: 93-100% A 83-92% B 73-82% C 63-72% D <63% F

Students will complete a variety of assignments during the semester. It will be your responsibility to read and analyze each assignment carefully and apply the tasks in each assignment to instruction observed in the public school settings.

Point Summary Points will be accumulated during the semester as assignments are completed.

Plagiarism Policy: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. (Source: WKU Faculty Handbook, 16th ed., p. 59). If it is determined that a student has plagiarized any work, a grade of "F" will be recorded as a final grade for this course and the CEBS and WKU administrators will be notified.

Diversity: Students shall respect diversity and enhance and maintain an acceptance and understanding of the commitment required to teach ALL students. Failure to interact with peers, teachers, staff, and/or students and demonstrate behavior in any manner that reflects negatively toward the acceptance of diversity will result in a failing grade in the class and the student will not be recommended for continuation in teacher education.