	Syllabus CLSC 6261 Assistive Technology: Implementation for Low Incidence Disabilities
Time, Day, Location	Fridays, 12:15 p.m. – 3:15 p.m. Classes will be held in the training room at Assistive Technology Partners (601 E. 18th, Suite 130). On snow days, call UCHSC at (303) 372-0000 for closing information.
Course Directors	Maureen Melonis, M.N.S., CCC/SLP: Phone (303)-315-1283 Fax (303) 837-1208 email: maureen.melonis@uchsc.edu Laura Meyer, PhD (c), MSOTR. Phone: (303) 315-1293. e-mail: laura.meyer@uchsc.edu Guest Faculty: ▪ Mary Ellen Buning, OTR Phone:303315-1277; email: Maryellen.buning@uchsc.edu ▪ Lorrie Harkness, PhD., Phone (303)-315-1279 Fax (303) 837-1208 email lorrie.harkness@uchsc.edu ▪ Christy Blakely, Family Voices; 303-866-3646; christy957@aol.com ▪ Patti Collins, collins@cmsd12.org; (719) 578-2183 ▪ Jim Sandstrum; jim.sandstrum@uchsc.edu; 303-315-1288 ▪ Chris Perkins; Christina.perkins@uchsc.edu; 303-315-1278 ▪ Additional invited lectures as outlined
Brief course Description	Students who have previously successfully completed a related services or education degree will increase their knowledge and skills related to assistive technology for low incidence disabilities. This course will provide an overview of low incidence populations, relevant research, and implementation strategies in the early childhood and classroom setting. While representing a relatively small percentage of the population, students with low incidence disabilities present a major challenge to teachers. Such children often require major adaptations, as well as the use of instructional procedures. The etiology, characteristics, and impact of each of these disabilities on development, learning, and behavior are addressed. Students will review case studies, become familiar with issues within and across these disability categories, and across an individual's life span. They will become familiar with resources and sources of current information and research on these disability areas. If the goal of inclusion is to be achieved for these students it is imperative that professionals who work with them acquire (1) a good understanding of these student's needs and (2) the professional expertise to work effectively with them. The course will focus on implementation techniques for the low incidence population with emphasis on working with transdisciplinary teams, supporting agencies, and families. Fieldwork and a final project will be required in this course. Current state and national educational standards will influence the application of strategies for curriculum development, instructional modifications, and accommodations using assistive technology, with a focus on professionals working as team members within the framework of general curricula and classrooms. In this course, students will be introduced to the learning and behavioral characteristics of low incidence disability groups, with a focus on severe

	intellectual impairment, motor, communication and vision and hearing impairment. Students will acquire an understanding and knowledge of the curriculum and instructional accommodations and strategies needed by children from these disability groups. Particular attention will be given to a survey of existing provisions for these children and the support services available to children, parents, and teachers.
Textbooks, Readings and Instructional Resources	Edyburn, D., Higgins, K., & Boone, R. (Eds.). (2005) *The Handbook of Special Education Technology Research and Practice.* Whitefish Bay, WI: Knowledge by Design Publishing. Olson, D.A. & Deruyter, F. (Eds.). (2001). *Clinician's Guide to Assistive Technology* (1st ed.). Mosby Publishing. Buckinham, M & Clifton, D. (2001). *Now, Discover Your Strengths.* The Free Press. Optional Text: Pagabo, B. & Pagano, E. (2004). *The Transparency Edge*. McGraw-Hill.
Program Goals & Standards	Program goals will be based on the Performance-Based Standards for Colorado teachers (2000), the Colorado Model Content Standards (1997), the proposed Licensure Standards for the Education Generalist (2003), NCATE/CEC standards (2000) and the International Society for Technology in Education-National Educational Technology Standards for Teachers.
Objectives	**COURSE OBJECTIVES** Students will: 1. Demonstrate familiarity with definitions and characteristics of low incidence disabilities including deaf, blind, severe cognitive, severe physical, and early childhood categories, with an emphasis on functional limitations. 2. Demonstrate knowledge of federal and state policies, procedures, and legislation related to assistive technology and low incidence disabilities. 3. Identify and describe the types and uses of assistive technology devices and services in home, school, and community environments, including augmentative and alternative communication; seating, positioning, and mobility; computer access; and technology for people with cognitive disabilities. 4. Demonstrate an understanding of “best practice” strategies, based on current research, for working with the low incidence populations previously identified; this includes an understanding of the instructional and remedial methods, techniques and curriculum materials necessary for success in an inclusive environment. 5. Develop strategies to facilitate inclusion of, and integrated service delivery for, youngsters with diverse special needs and of diverse ages and cultural/ethnic backgrounds using various formats; this includes designing, implementing, and modifying instructional content/lessons; monitoring student progress; and making necessary accommodations.

	6. Demonstrate knowledge of roles and perspectives of interdisciplinary team members, and define strategies for enhancing collaboration and team functions with parents, educators, related service providers, and other agencies. 7. Identify local and national assistive technology resources that enable you to become knowledgeable consumers of information available and assist you in accommodating students with disabilities. 8. Successfully problem-solve case studies provided. The case studies are designed to facilitate the ability to apply the knowledge learned in the course in specific contexts.

Coursework Assignments:

1. Interview an AT professional working with students using AT to determine their views on and use of assistive technology. Determine the numbers and types of individuals who are receiving assistive technology services in the setting they work in. Discuss some specific modifications and accommodations that are made, strategies for implementation, successes and challenges with regard to AT. Explain applicable federal and state policies, procedures, and legislation related to assistive technology and disabilities. Summarize your findings in a typed, double-spaced, APA-style paper. Be prepared to share your results with the class. Grading of this assignment will be based on the writing rubric.

Potential questions to explore include:

- Who is responsible for coordinating AT services?
- Does the district/environment have procedures for establishing communication and consultation between AT specialists and families? If so what are they?
- What are the district policies and procedures for assistive technology? What assistive technology laws are they impacted or guided by?
- How is assistive technology used to facilitate inclusion?
- How are AT and AT services funded in this setting?
- What assistive Technology is used?
- What are the particular successes and challenges?
- Potential recommendations for improvement in this classroom?
- Summary and reflection of what you learned from this exposure

Assignment One Due Date: February 22, 2008

2. Disability and Assistive Technology Paper: Students will write a paper describing a specific disability and methods of addressing it with assistive technology.

- Present a detailed description of the disability, including its etiology, symptoms, and effect on classroom functioning.
- Identify and describe assistive technology devices appropriate for use with an individual with this disability.
- Present detailed implementation ideas in the context of a typical activity in which a child with this disability might participate. For example, describe assistive

technology devices that might be used in a third grade math class by a child with macular degeneration. How would these devices support the child's functioning and/or learning? How would you incorporate third grade standards into your intervention?

- The paper should include relevant journal articles on assistive technology device use, research into device development and implementation, or relevant court cases or legal issues regarding application of assistive technology to facilitate collaboration/inclusion of students with disabilities.

The paper will reflect the student's understanding of various AT devices, their use, and their appropriateness to the disability. Additionally, the paper should establish the student's grasp of educational standards and classroom expectations. Students will thoroughly examine all aspects of the disability. Technology implementation ideas will be carefully considered, pros and cons weighed, and potential classroom issues examined in detail. The student will use reference materials to appropriately support and enhance the ideas presented in the paper. References articles/books/other materials will be timely and relevant to the main topic of the paper. There should be a logical flow to the ideas presented in the critique, as well as smooth transitions between ideas and the appropriate use of quotations and/or paraphrases from the selected research to illustrate various concepts. Student's writing should demonstrate proper use of grammar, punctuation, spelling, and a logical flow of ideas. Paper should be typed and double-spaced, follow the APA style and include references where appropriate. Grading of this assignment will be based on the following guidelines and will be evaluated using the writing rubric. A minimum of 10 resources are expected in the bibliography.

Assignment Two Due Date: March 21, 2008

3. Technology Analysis: Choose a piece of assistive technology that requires training to learn to use. Develop a training packet to teach this technology to a classroom teacher or other professional working with students. The training packet should include:

- overview of the product, (description, cost, purchasing information, manufacturer, warranty, comparison to similar products etc)
- short cut sheet to train the teacher who may be using this technology (including relevant information on operations, programming, troubleshooting,
- implementation ideas such as ways you have used the item, suggested modifications, settings it may be useful in, etc Please list specific examples and/or case studies where you would use this technology; address standards the technology could assist in meeting
- competency check off list to indicate that the individual trained has mastered the technology. Include at least 10 items that they should demonstrate mastery of and instructions for each item.

This information should be compiled in a packet or notebook with dividers for the different categories of: overview, operation, implementation ideas and case studies and mastery text. Grading of this assignment will be based on the writing rubric.

Assignment Three Due Date: April 25, 2008

CLASS POLICIES

1. Attendance is expected. Students who miss class (or a portion of class) are responsible for obtaining the content from another class member. More than 1 unexcused absence requires a conference with the instructor, and may result in additional assignments or grade reduction. The instructor will discuss excused versus unexcused absences in class.
2. Each student is expected to come to class prepared. This includes having the text available and having done assigned readings and projects.
3. Assignments are due by midnight on the due date. Late assignments will not be accepted without prior approval from the instructor. A three point penalty will be accrued for each calendar day the assignment is late. Assignments not accepted will be assigned a grade of zero.
4. New University policy requires that all students have access to a computer with at least a certain capability level (see Catalog, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways in this class, including the Internet, Blackboard, communication (e.g., class announcement) via e-mail, and, potentially, accessing some materials needed for class via the Web.
5. APA Style (5th edition) is required in this class. All assignments should be typed and double-spaced.
7. Language that is consistent with IDEA and emphasized people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
8. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students.

Assignment Point Values Implementation Coursework

Assignment	Points
Assignment one	100
Assignment two	100
Assignment three	100
Reading discussion; case study	100
Class participation	100
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Spring 2008 Implementation Course Table

2008 Schedule

#	Date	Topic	Presenter(s)	Objectives Addressed	Reading Assignment/Discussion
1	1/25/08	Overview of course; Overview of Low Incidence Disabilities	Maureen Melonis	Objectives 1, 2	**Readings:* Handbook Ch 1
2	2/1/08	Teaming, Leadership & Assistive Technology	Maureen Melonis	Objective 6	**Readings: Now, Discover Your Strengths (take online strengths inventory; bring to class);* Handbook Ch 11
3	2/8/08	Working with Children who have Communication Disabilities	Christina Perkins	Objectives 3, 4, 5, 7, 8	**Readings:* Handbook Ch 22
4	2/15/08	Hands-on Lab with Communication Technology (High and Low tech AAC)	Christina Perkins	Objectives 3, 4, 5, 7, 8	* *Readings:* Clinician's Guide: Ch 9
5	2/22/08	Working with Children who have Cognitive Disabilities	Jim Sandstrum	Objectives 3, 4, 5, 7, 8	* *Readings:* Handbook Ch 15, 16
6	2/29/07	Hands-on Lab with Cognitive Technology (Intellikeys, Classroom Suite)	Becky Breaux Maureen Melonis	Objectives 3, 4, 5, 7, 8	**Readings:* Handbook Ch 29
7	3/7/08	Controlling Your Environment (Hands on with switches)	Mary Ellen Buning	Objectives 3, 4, 5, 7, 8	**Readings:* Clinicians Guide Ch. 3, 24
8	3/14/08	Computer Access Issues I (Hands on with	Becky Breaux	Objectives 3, 4, 5, 7, 8	**Readings:* Handbook Ch 18, 28
9	3/21/08	Spring Break			No Readings
10	3/28/08	Hands-on with PVC	Diane Brians	Objectives 3, 4, 5, 7, 8	

#	Date	Topic	Presenter(s)	Objectives Addressed	Reading Assignment/Discussion
11	4/4/08	Working with Vision Loss (Hands on with JAWs, screen readers)	TBD Jim Sandstrum	Objectives 3, 4, 5, 7, 8	7**Readings:* Handbook Ch 19, Clinician's Guide Ch 11 & 20
12	4/11/08	Computer Access Issues II (Hands on with	Becky Breaux	Objectives 3, 4, 5, 7, 8	* *Readings:* Clinicians Guide Ch 21, 30
13	4/18/08	Ergonomics/Positioning (Hands on in EADL room) User Interface – Scanning, Switches	Leslie McLaughlin, Kelly Waugh	Objectives 3, 4, 5, 7, 8	**Readings:* Handbook 26, Clinician's Guide Chapter 13
14	4/25/08	Hands on with products for HI	Patti Collins	Objectives 3, 4, 5, 7, 8	**Readings:* Handbook Ch 20, Clinician's Guide Ch 12
15	5/2/08	Funding of AT Devices and Services	Christy Blakely	Objectives 3, 4, 5, 7, 8	**Readings*: Clinicians Guide Ch 6 Handbook Ch 2
16	5/9/08	Interfacing Communication Devices	Jim Sandstrum	Objectives 3, 4, 5, 7, 8	* *Readings:* Clinician's Guide Ch 10
17	5/16/08	Wheeled Mobility/Seating Manual, Power chairs, scooters	Leslie McLaughlin, Kelly Waugh	Objectives 3, 4, 5, 7, 8	*Readings:* Clinician's Guide Ch 19