

# Instructor/TA Info

## Instructor Information



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# Course Information

## Description

This course will provide opportunities to learn about assistive technology for students with disabilities as well as the integration of technology into teaching and learning within the field of special education. In particular assistive technologies for individuals with different disabilities as well as those that are aligned with different domains will be discussed.

## Materials

Item	Price (new)	Price (used)
 <u>Assistive Technology - Required</u> by Bouck, E	85.00	63.75
 <u>9781483374437 Assistive Technology :</u> <u>1384236_9781483374444R180-180 - vs - Required</u>		

## Learning Outcomes

### Cultural and linguistic differences

1. Explain differences in culture and language and their effects on communication and behavior.

### Language and learning

2. Describe the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

### Assistive technology

3. Plan and use augmentative and assistive communication strategies to support and enhance communication skills of individuals with exceptional learning needs and those whose primary language is not the dominant language.

## Grading Scale

Grades	Percent
A	95%

A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Grading Policy

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the *beginning* of class. Please do not work on assignments during class. **Late assignments may be submitted for up to two weeks after the due date with a 50% penalty on earned points.**

- At the discretion of the professor, some assignments, such as test protocols, may be corrected and turned in a second time. The stipulation is this: it must be resubmitted within a week of the day it was handed back to the class and you can only regain a maximum of half of the points you lost. So, please work to get it correct at first.

### Participation Policy

We are grateful for the in person learning opportunities available to us at BYU. Please take the initiative to make this semester special. Actively participate in every way you can. As your instructor, I am working to create opportunities for everyone to participate in a meaningful way each class. Those built-in opportunities, however, will be insufficient for you to really master the material. Mastery requires more in depth engagement and active responding every opportunity you have to engage in the class. Here are some examples of active engagement that you might consider.

Examples of active participation:

- attending class
- asking questions
- answering questions
- making comments (kudos for comments that relate to material in the text or sharing brief, relevant experiences)
- responding to something another student says
- answering a question asked by a student
- constructively disagreeing with something in class

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

making fun of someone by saying something said by another person.

## Assignments

### Assignment Descriptions

#### Bouck Ch 1

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May  
06

Due: Monday, May 06 at 8:00 am

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This is a closed book exam

#### Introductions+

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May  
06

Due: Monday, May 06 at 9:00 am

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We know each other pretty well, but this discussion gives you a chance to share with our class a little more about you, your background, your experience with technology, and your own learning preferences. My hope is that this helps us better understand one another and appreciate the complexities of connecting using assistive technology.

In a paragraph, please tell us about yourself with special emphasis how you learn best. Then share with us a time when you saw technology used in a way that made a difference in someone's learning/life. That someone could be one of your students or it could be you! Finally, share with us the types of technology you have used in your practicum experiences, or other classroom experiences.

#### Participation 5/6

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May  
06

Due: Monday, May 06 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

#### Bouck Ch 2

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May  
08

Due: Wednesday, May 08 at 8:00 am

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This is a closed book exam.

#### IRIS Module: Introduction to Assistive Technology

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May  
08

Due: Wednesday, May 08 at 11:59 pm

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Please complete the IRIS Module [Assistive Technology: An Overview \(https://iris.peabody.vanderbilt.edu/module/at/#content\)](https://iris.peabody.vanderbilt.edu/module/at/#content)

Submit a copy of your responses to the initial thoughts questions AND the assessment questions (8 total; 2 initial response and 6 assessment). Upload your answers on a word document or share the link from a google doc in LS.

#### Bouck Ch 3

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May

13

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**Participation 5/13**

May

13

Due: Monday, May 13 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

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**Participation 5/15**

May

15

Due: Wednesday, May 15 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

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**Bouck Ch 5**

May

20

Due: Monday, May 20 at 8:00 am

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**Bouck Ch 4**

May

20

Due: Monday, May 20 at 8:00 am

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**Participation 5/20**

May

20

Due: Monday, May 20 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

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**Participation 5/24**

May

22

Due: Wednesday, May 22 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

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**AT Case Study #1**

May

22

Due: Wednesday, May 22 at 11:59 pm

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THIS IS AN IN CLASS ASSIGNMENT

Google doc version (<https://docs.google.com/document/d/1lv77Qd5qBVUJ1hv2kTGQ9bJr1RY->

[JwoDuTdUSTCwm2s/edit?usp=sharing](http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/))

Think of a person you are familiar with who has a disability. Consider their strengths and their areas of need, to the best of your knowledge. Download and use the Ch. 1 ASNAT Process form from the resources section of wati.org (<http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/>).

Using the AT Consideration Guide Form (p. 7), determine the category that would address their area(s) of need. Locate the corresponding category in pages 22-43 and fill out the assessment form. Complete the Environmental Observation Guide (p. 47) and then WATI AT Assessment Checklist (p. 61 & 62.) Use the information from the forms and consider how the AT could be used in the classroom. Create a plan for implementation (1-2 pages)

Please address each of the following ideas in the implementation plan. If this person were in your classroom, how could you integrate the use of the AT you determined would be helpful? Will they need training? Ongoing support? How would you monitor its use? How will you measure whether or not it is helping? Refer to Ch. 15, Documenting AT Into the IEP from the WATI website for ideas. In addition to the implementation plan, write one goal tied to the area of need, integrating the use of the assistive technology.

Upload the completed forms for this assignment as well as a document or text with the implementation plan and goal.

### AT Resources Guide - midterm check

May  
22

Due: Wednesday, May 22 at 11:59 pm

Share the progress you've made on your collection of resources. As a reminder, this could include notes from the textbook on each topic, online resources, or device descriptions.

This is the mid-term check. Let me know here if you have changed the format from your original plan, if you haven't let me know already. Submit one document, one set of slides, a link to the folder you are keeping, etc. This should show how you are compiling and keeping track of your resources (not separate documents--those have been submitted in the reflections section and discussions.)

### Bouck Ch 6

May  
29

Due: Wednesday, May 29 at 8:00 am

### Midterm

May  
29

Due: Wednesday, May 29 at 12:00 pm

### Participation 5/29

May  
29

Due: Wednesday, May 29 at 2:50 pm

Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

### Midcourse Evaluation

May  
29

Due: Wednesday, May 29 at 11:59 pm

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**Bouck Ch 7**

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**Jun  
03**Due: Monday, Jun 03 at 8:00 am

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**Participation 6/3**

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**Jun  
03**Due: Monday, Jun 03 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

**Bouck Ch 8**

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**Jun  
05**Due: Wednesday, Jun 05 at 8:00 am

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**Participation 6/5**

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**Jun  
05**Due: Wednesday, Jun 05 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

**Bouck Ch 9**

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**Jun  
10**Due: Monday, Jun 10 at 8:00 am

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**Participation 6/10**

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**Jun  
10**Due: Monday, Jun 10 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

**AT Case Study #2**

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**Jun  
10**Due: Monday, Jun 10 at 11:59 pm

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Think of a person you are familiar with who has a disability. Consider their strengths and their areas of need, to the best of your knowledge. Visit <https://www.joyzabala.com/> (<https://www.joyzabala.com/>), and locate the SETT Scaffolds. Using the SETT Scaffold for Consideration of AT Needs, determine an area and category of concern. Fill out the SETT Scaffold for Data Gathering, SETT Scaffold for Tool Selection, and SETT Scaffold for Implementation and Evaluation of Effectiveness Planning.

Use the information from the forms to create a plan for implementation and evaluation of progress (1-2 paragraphs). If this person were in your classroom, how could you integrate the use of the AT you

paragraphs.) If this person were in your classroom, how could you integrate the use of the AT you determined would be helpful? Will they need training? Ongoing support? How would you monitor it's use? How will you measure whether or not it is effective? As part of the implementation plan, write one goal tied to the area of need, integrating the use of the assistive technology. Upload the completed forms for this assignment as well as a document or text with the implementation plan and goal.

### **Bouck Ch 10**

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**Jun**  
**12**

Due: Wednesday, Jun 12 at 8:00 am

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### **Participation 6/12**

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**Jun**  
**12**

Due: Wednesday, Jun 12 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

### **Participation 6/17**

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**Jun**  
**17**

Due: Monday, Jun 17 at 2:50 pm

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Full participation points are awarded for in-class attendance and participation. If you are unable to attend class, I can offer partial points for participation on zoom.

### **AT Showcase**

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**Jun**  
**17**

Due: Monday, Jun 17 at 2:50 pm

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You will create a brief (5 min) training related to assistive technology and/or technology integration in special education. You will deliver this brief training in class during our AT Showcase at the end of the semester. To prepare, complete the following steps:

1. Select a topic related to assistive technology/technology integration.
2. Devise a workshop/training (minimum of 3 minutes, maximum of 5 minutes) related to the topic
3. Discuss the AT device/service (technology) as well as what type of student it would benefit, its strengths and limitations.
4. Create some sort of handout for the training. The handout needs to include at least one resource participants can access for more information. You should tailor the training to your anticipated audience—this can be for parents or for colleagues.
5. Deliver your inservice/workshop video, handouts, and notes in class during the AT Showcase.

NOTE: You must turn in a handout for your presentation. You should also be prepared to share the handouts via link or printed version during the presentation.

### **AT Resources Guide**

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**Jun**  
**17**

Due: Monday, Jun 17 at 11:59 pm

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Share your final collection of resources. Submit one document, one set of slides, a link to the folder you are keeping, etc. This should show how you are compiling and keeping track of your resources. Also, please let me know in a paragraph or separate document how things are going for you, and how you are feeling about what you have learned. Thanks for all your hard work.

### Final Student Ratings

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**Jun**  
**19**

Due: Wednesday, Jun 19 at 11:59 pm

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### Final Exam

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**Jun**  
**21**

Due: Friday, Jun 21 at 11:59 pm

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### Point Breakdown

Categories	Percent of Grade
Discussions	1.32%
Quizzes	26.32%
AT Resources	34.21%
Participation	14.47%
Exams	23.68%
Extra Credit	0%



# University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess

...students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Topics & Standards	Readings and Assignments
Week 1		
T Apr 30 Tuesday	<b>Start of Classes 1st day</b>	
W May 01 Wednesday	<u>UETS</u> <u>CEC</u> <u>High Leverage Practices</u> Course Introduction Syllabus	<u>Prayer and Inspirational Thought Sign-up</u> <b>Bouck Ch 1 Opens</b> <b>Bouck Ch 2 Opens</b> <b>Bouck Ch 3 Opens</b> <b>Bouck Ch 7 Opens</b> <b>Bouck Ch 4 Opens</b> <b>Bouck Ch 8 Opens</b> <b>Bouck Ch 9 Opens</b> <b>Bouck Ch 6 Opens</b> <b>Bouck Ch 5 Opens</b> <b>Bouck Ch 10 Opens</b> <b>Introductions+ Opens</b>
Week 2		
M May 06 Monday	AT Background <b><u>CLASS ON ZOOM</u></b>	<b>Introductions+ Closes</b> <b>Bouck Ch 1 Closes</b> <b>Participation 5/6</b> <b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 1</li> </ul>
W May 08 Wednesday	AT Frameworks IRIS Module	<b>Bouck Ch 2 Closes</b> <b>IRIS Module: Introduction to Assistive Technology</b> <b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 2</li> </ul>
Week 3		
M May 13 Monday	AT for Communication GUEST LECTURE: Troy Stoddard, AT Lab Coordinator <ul style="list-style-type: none"> <li>• Troy Stoddard BYU Handouts.pdf <a href="#">Download</a></li> </ul>	<b>Participation 5/13</b> <b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 3</li> </ul> <b>Bouck Ch 3 Closes</b>

W May 15 Wednesday	AT for Computer Access GUEST LECTURER: Ryan Kellems	<b>Read:</b>  • Bouck (2017) Chapter 5  <b>Participation 5/15</b>
Week 4		
M May 20 Monday	AT for Mobility and Positioning  We will start class with Case Study #1	<b>Bouck Ch 5 Closes</b> <b>Bouck Ch 4 Closes</b> <b>Read:</b>  • Bouck (2017) Chapter 4  <b>Participation 5/20</b>
W May 22 Wednesday	Case Study Class Discussion Midterm Review	<b>AT Resources Guide - midterm check</b> <b>Midterm Opens</b> <b>AT Case Study #1</b> <b>Participation 5/24</b>
Week 5		
M May 27 Monday	<b>Memorial Day</b>	
W May 29 Wednesday	AT for Vision and Hearing	<b>Read:</b>  • Bouck (2017) Chapter 6  <b>Bouck Ch 6 Closes</b> <b>Midcourse Evaluation</b> <b>Midterm Closes</b> <b>Participation 5/29</b>
Week 6		
M Jun 03 Monday	AT to Support Social Behavior and Organization	<b>Read:</b>  • Bouck (2017) Chapter 7 • <u>Reflection</u> • <u>Motivaider</u> • West, R. P., Young, K. R., Callahan, K., Fister, S., Kemp, K., Freston, J., & Lovitt, T. C. (1995). The Musical Clocklight: Encouraging Positive Classroom Behavior. TEACHING Exceptional Children, 27(2), 46-51. <a href="https://doi.org/10.1177/004005999502700211">https://doi.org/10.1177/004005999502700211</a>  <b>Bouck Ch 7 Closes</b> <b>Participation 6/3</b>

W Jun 05 Wednesday	AT as Instructional Aids	<b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 8</li> </ul> <b>Bouck Ch 8 Closes</b> <b>Participation 6/5</b>
Week 7		
M Jun 10 Monday	<b>CLASS ON ZOOM!</b> AT to Enhance Independence and Transition Complete Case Study #2 in class	<b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 9</li> </ul> <b>Bouck Ch 9 Closes</b> <b>Participation 6/10</b> <b>AT Case Study #2</b>
W Jun 12 Wednesday	<b>CLASS ON ZOOM!</b> AT for Young Children <u><a href="#">AT Showcase Sign up</a></u>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Bouck (2017) Chapter 10</li> </ul> <b>Bouck Ch 10 Closes</b> <b>Participation 6/12</b>
Week 8		
M Jun 17 Monday	<b>Last Day of Class</b> Final Exam Preparation <u><a href="#">AT Showcase Sign up</a></u> Final Exam: 341 MCKB 7:00am - 8:50am	<b>AT Resources Guide</b> <b>AT Showcase</b> <b>Participation 6/17</b> <b>Final Exam Opens</b>
T Jun 18 Tuesday	<b>Exam Preparation Day</b>	
W Jun 19 Wednesday	<b>Juneteenth</b>	<b>Final Student Ratings</b>
Th Jun 20 Thursday	<b>Final Exam Day</b>	
F Jun 21 Friday		<b>Final Exam Closes</b>