



EPSE 410 (3): Assistive Technologies in Special Education.

The use of microcomputers, adaptive technology and software across age levels and areas of exceptionality in special education. (UBC calendar description)

Course Instructor

The course will be facilitated by Kerry Randle – a Special Education Technology British Columbia (SET-BC) Provincial Center consultant who has taught in the classroom for 12 years and worked as an AT consultant supporting teams implementing assistive technology for 9 years.

The course is delivered online through SETinstitute, SET-BC's online learning environment. Enrolling students need access to an up-to-date computer (Mac or PC) with an email account and high speed internet (this is absolutely required for this course). Since email is the main mode of communication, it's imperative that your UBC email address is up-to-date on the Student Service centre. As students register, the instructor will email instructions on how to access the course.

Course Description

In today's complex and dynamic classroom environment, teachers are challenged to include students having a wide variety of needs in daily curricular activities. With the help of assistive technology, students of all abilities can reach their individual potential by successfully participating, communicating, and learning. Over the past two decades, assistive technology has evolved from situation specific devices or adaptations, to more general software and hardware solutions which can support students along a continuum of ability. This course is designed to provide participants with an overview of the field of assistive technology, an understanding of how to implement various technology solutions, and experience considering specific technologies when creating technology-enhanced units and lessons.

Course Objectives

Upon successful completion of the course, participants will:

1. have a general understanding of the field of assistive technology and be able to describe technologies that support participation, communication, and learning in the classroom.
2. be able to describe the process for successful assistive technology implementation and the conditions that foster or challenge effective implementation
3. have a general understanding of how to match assistive technology features to student need and how to use those features to support participation, communication and learning in the classroom
4. be able to describe how to adjust unit and lesson plans to include assistive technology solutions that support students' individual education plans
5. understand how assistive technology can be used to support current teaching and learning trends (e.g. Universal Design for Learning)
6. understand how to utilize a variety of online resources and training opportunities to expand and support their assistive technology knowledge and skills

Course Requirements

As this course is an overview of assistive technology, participants do not require prior experience or knowledge of the field to successfully complete the course. However, since this course is presented online, participants will require the following:

- General computer competency including file management, use of the internet and email.
- Access to current computer and internet technology including a computer with an up to date operating system, internet browser and broadband internet connection. For a detailed description of the technical requirements for accessing the course, please view <http://www.setbc.org/requirements/>.

If you have any questions about these course requirements, please contact the instructor (krandle@setbc.org).

Course Schedule

May 5, 2008	Module 1	Course Introduction
May 7, 2008	Module 2	Overview of Assistive Technology
May 14, 2008	Module 3	The AT Implementation Process
May 21, 2008	Module 4	AT that Supports Participation
May 28, 2008	Module 5	AT that Supports Communication
June 4, 2008	Module 6	AT that Supports Learning
June 11, 2008	Module 7	AT in Action

Course Modules

Module 1: Course Introduction

The first module of the course will focus on course objectives, schedule, activities, and course communication and learning tools. Participants will be given usernames and passwords for accessing the online course components.

Module 2: Overview of Assistive Technology

During this module participants will be introduced to the field of assistive technology. Common technologies that support students in the classroom settings will be discussed.

Module 3: The AT Implementation Process

This module will lead students through the steps to successful or effective AT implementation from information gathering, IEP goal setting, AT trials, AT solutions, creating an implementation plan, creating technology-enhanced units and lesson plans and following up or planning student transitions.

Module 4: AT that Supports Participation

The fourth module will focus on assistive technologies that support student access to the curriculum and classroom activities. Access technologies such as alternate keyboards, mice and switches as well as vision technologies such as screen enlargers and close captioned televisions will be featured.

Module 5: AT that Supports Communication

This module will focus on assistive software and hardware that support receptive and expressive communication in the classroom. Software such as Boardmaker as well as hardware such as single message, dynamic display and icon sequencing devices will be highlighted.

Module 6: AT that Supports Learning

This module will focus on a variety of technologies that support concept development, literacy, numeracy, and organization. Software such as Classroom Suite, Clicker 5, Kurzweil 3000, SOLO, and hardware such as dedicated word processors and PDA's will be featured in this module

Module 7: AT in Action

This module will bring all the knowledge and skills acquired throughout the course together by examining student case studies and the technology solutions that were effective in supporting their educational programs. The course projects will be presented during this module.

Course Activities and Assignments

To complete the course successfully, you will be expected to participate in or complete the following...

- Online Meetings (Individual) Course participants are expected to attend and participate (contribute to discussions, offer comments, etc.) in online meetings scheduled during the various modules.
- Discussion Forums (Individual) Course participants are expected to contribute to the module Discussion Forums that will be ongoing throughout the course. The Discussion Forums are designed to help further participants' understanding of the topics covered in the online meetings.
- Blogs (Individual) Course participants will be asked to keep a "blog" or learning log throughout the course that summarizes their learning in each module. The blogs are intended to be an indication of a participant's learning as well as a method of collecting and organizing assistive technology resources.
- AT Implementation Plan (Small Group) Course participants will be placed in small groups within the first three days of the course based on assistive technology or disability group interest. These

small groups will meet virtually to draft a sample AT implementation plan that outlines steps for implementing a piece of assistive technology of interest to their group.

Course Readings

Print based resources and a list of web-based resources which support the course modules will be available for download after registration and prior to the course start date. These materials are designed to enhance and extend the online meetings and discussions and can be printed for use during the course or viewed electronically.

For further information or assistance please contact Jo-Anne Chilton: joanne.chilton@ubc or (604) 822-3999.