

## WHEELOCK COLLEGE

SPE 346 Assistive Technology Spring, 2017

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**Office Hours:** Meet before/after class and by appointment  
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**Class Schedule:** January 26-March 9, 2016 (Thursday 1:30-4:00) BRKLN/ 107  
**REQUIRED TEXT:** <http://assistedtechnology.weebly.com/>

### Course Overview

#### OVERARCHING GOAL FOR THE COURSE

This course introduces Assistive Technology (AT) solutions that can support students with disabilities in fully accessing and progressing in standards-based curriculum activities. This will also include the understanding and use of Augmentative Communication Devices, current laws and IEP considerations.

#### COURSE DESCRIPTION

This course serves to build a repertoire of skills and knowledge in educational technology and assistive technology. It will explore specific disabilities and their impact on major life activities, become familiar with current legislation relating to assistive technology, gain experience with a range of assistive technology devices and products, learn a theoretical framework from which to make AT assessment and intervention decisions, be introduced how to match appropriate assistive technology options with individual students. Students will be evaluated course assignments, class attendance and class participation.

#### STUDENT LEARNING GOALS

- An understanding of Assistive Technology (Terminology, Legislation in Schools (504 Plans, Individualized Education Plans), Resources and Tools, Assessment and Implementation
- An ability to appropriately integrate technology into classroom environment, lessons and curriculum.
- Knowledge of a variety of assistive technology tools and educational technologies, include Augmentative Communication Devices and Systems.

### Grading and Assignments

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>
1. Blog Content and Discussion (Pre/Post Class)	1, 2, 3, 4, 5, 6	30
2. Class Attendance and Completion of Class Tasks	Class 1, 2, 3, 4, 5, 6, 7, 8	40
3. Assistive Technology Resource Website Page	Class 8	20
4. Synthesis Paper	<u>4/1</u>	<u>10</u>
	Total	100

## Standards Addressed

### Candidate Assessment of Performance (CAP) Massachusetts Department of Elementary and Secondary Education

#### Curriculum, Planning and Assessment

- I. Well-Structured Lessons: Develops well-structured and highly engaging lessons with challenging, measurable objectives and **appropriate student engagement strategies**, pacing, sequence, activities, materials, **resources, technologies**, and grouping to **attend to every student's needs**.
- II. Adjustment to Practice: Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or **implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units**.

#### Teaching All Students

- III. Meeting Diverse Needs: Uses a **varied repertoire of practices** to create structured opportunities **for each student to meet or exceed** state standards/local curriculum and behavioral expectations.
- IV. Safe Learning Environment: Uses rituals, routines, and proactive responses that create and maintains a safe physical and intellectual **environment where students take academic risks** and play an active role—individually and collectively—in preventing behaviors that interfere with learning.
- V. High Expectations: Effectively **models and reinforces ways that students can consistently master challenging material through effective effort**. Successfully challenges students' misconceptions about innate ability.

#### Professional Culture

- VI. Reflective Practice: Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to **improve practice and student learning**.

#### CEC (COUNCIL FOR EXCEPTIONAL CHILDREN) Special Education Professional Standards

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to **develop the highest possible learning outcomes** and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a **high level of professional competence** and integrity and exercising professional

judgment to benefit individuals with exceptionalities and their families.

3. Promoting **meaningful and inclusive participation** of individuals with exceptionalities in their schools and communities.
4. **Practicing collegially** with others who are providing services to individuals with exceptionalities.
5. **Developing relationships** with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision-making.
6. Using evidence, instructional data, research, and professional **knowledge to inform practice**.
7. Protecting and supporting the physical and psychological **safety** of individuals with exceptionalities.
8. **Neither engaging in nor tolerating any practice that harms** individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; **upholding laws, regulations, and policies** that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for **professional conditions and resources that will improve learning outcomes** of individuals with exceptionalities.
11. Engaging in the improvement of the profession through **active participation in professional organizations**.
12. Participating in the **growth and dissemination of professional knowledge and skills**.

<b>Attendance and Participation</b>	<b>7 Classes</b>
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We will have three face-to-face experiences and it is imperative that you attend. We will use this time to consider what we learn on the weekly as we apply our knowledge to case studies. It is vital that you attend and engage in the work and content of this course. Each class attendance and participation is worth 15 points for each class.

**This assignment requires that you:**

1. Participate in all class activities (convention participation, conversations, lectures, hands-on practice, reflection, collaboration) and contribute to the content and learning for yourself and others.
2. Attend all class sessions. Any missed class will result in 0 points. Poor class products (submitted at the end of class) will reduce your attendance score.

<b>Class 1 January 19</b>	<b>Introduction to Assistive Technology</b>
<b>Class 2 January 26</b>	<b>Augmentative Communication, Case Study 1, SETT Framework, Devices</b>
<b>Class 3 February 2</b>	<b>Case Study 2, SETT Framework, Devices</b>
<b>Class 4 February 9</b>	<b>Case Study 3, SETT Framework, Devices</b>
<b>Class 5 February 16</b>	<b>Technology Website Page Working Session</b>
<b>Class 6 February 23</b>	<b>Environmental Accessibility Report (No Formal Class, Student Directed Learning)</b>
<b>Class 7 March 2</b>	<b>Field Trip Easter Seals AT Center</b>
<b>Class 8 March 9</b>	<b>Presentation of Technology Website Page</b>

Each assistive technology blog will bring you content to review and respond. You will write an initial response (250-400 words) and then respond to **at least two** other contributors. This will be completed prior and during our course work to prepare and reflect on how assistive technology supports learning. We will post on our class blog located on our course website.

The blog is designed for a number of purposes including to prepare for our upcoming classes, review content from our coursework, fill in background knowledge needed for special educators, and provide a forum for public reflection and professional dialogue.

**This assignment requires that you:**

1. Participate in an on-going dialogue about learning, education, and assessment.
2. Use a public forum to articulate your thinking, ideas and connections with classmates in a productive and professional manner.
3. Complete all blogs in a timely fashion (within a week for each blog).

You will determine a specific and personal interest in Assistive Technology based on your past and current experiences (course website, weekly blog, Expo, personal experience, etc.) and research that topic to create a webpage on our course website. During our first face-to-face class you will learn how to create a webpage. We will post this assignment on our course website. **A sample slide is available on the course website and a tutorial for weebly.com is located on the webpage.** This project will culminate to an oral presentation and webpage presentation of your specific topic.

**This assignment requires that you:**

1. Research a professional topic of interest in instructional and assistive technology (web, image, and text based information).
2. Produce a webpage on the content that will include:
  - i. Related Material based on the content of the text (title, images, video, websites, resources, documents, examples of implementation) Include at least 25 elements.
  - ii. See Course Webpages for models.
  - iii. Present your content (share the 'big ideas' of your research).
3. Completed and presented on Class 3.

Review your writing, blog content, class discussions and practice sessions, research, and content from this course. Submit a brief reflection paper (no more than 2 pages) that provides a tool for you to synthesize your learning. You may include connections to past experiences or future expectations, future goals or next steps, new or changed beliefs or ideas, 'ah ha' moments of new learning, etc. **Upload assignment to your webpage.**

**This assignment requires that you:**

1. Produce a short reflection paper at the end of the course and upload to your **webpage**.

# Universal Design for Learning Lesson Plan Template-Classwork

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_ Subject: \_\_\_\_\_

**Materials Needed:** Make sure you have all of your materials collected and organized so your lesson will flow smoothly. If you are presenting this lesson collaboratively, make sure you know who is responsible for what. This list is often built as you write your lesson.

**Lesson Objective(s):** State your objectives behaviorally. For example: Given (state the condition under which the students will perform the objective), the students will (state an observable student behavior) with (state the criteria here - a statement that specifies how well the student must perform the behavior) accuracy. An example of a behavioral objective is: Given an unlabeled diagram of the solar system, the students will label the nine planets and the sun with 80% accuracy.

**Standard/Benchmark/Indicator:** Are you aligning your lesson with district or state standards?

**Anticipatory Set:** How are you going to motivate your students...assess or review prior knowledge...introduce your topic...organize your lesson for the students? You will have a number of strategies to engage your learners.

**Multiple Means of Representation:** How are you going to present your content so that it meets the needs of all students...is the information represented in different ways? For example, utilizing guided notes and graphic organizers in addition to a lecture format or having several books that represent different reading levels. **How do you include technology into Representation?**

**Multiple Means of Expression/Action:** How will students demonstrate what they have learned? Again, the creation of many paths is key. Some students are good test-takers, while others are not. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment are examples of alternatives to traditional paper/pencil tests. **How do you include technology into Expression/Action?**

**Multiple Means of Engagement:** How are you going to provide multiple pathways for students to actually learn the material presented? Practice, or active mental/physical engagement, is required by students to make real learning happen. For example, some students may benefit from small group learning opportunities; others may require more focused practice with precise feedback, while others might benefit from working independently. Some students will need to write, others will need to talk through ideas before they understand, while others may need to physically represent what they are learning. **How do you include technology into Engagement?**

# THE SETT FRAMEWORK for Classwork

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Stage	Questions	Information
Student	<ul style="list-style-type: none"> <li>*What does the Student need to do?</li> <li>*What are the Student's special needs?</li> <li>*What are the Student's current abilities?</li> <li>*What are the Student's interests and goals (academic, social, interest)?</li> </ul>	
Environment	<ul style="list-style-type: none"> <li>* What materials and equipment are currently available in the environment?</li> <li>*What does the student currently use in the environment?</li> <li>*Will the environment be changing (summer, new school, new class)?</li> <li>* What is the physical arrangement? Are there special concerns?</li> <li>* What is the instructional arrangement? Are there likely to be changes?</li> <li>* What supports are available to the student?</li> <li>* What resources are available to the people supporting the student?</li> </ul>	
Tasks	<ul style="list-style-type: none"> <li>* What naturally occurring activities take place in the environment?</li> <li>* What is everyone else doing?</li> <li>* What activities support the student's curricular goals?</li> <li>* What are the critical elements of the activities?</li> <li>* How might the activities be modified or 'tweaked' to accommodate the student's special needs?</li> <li>* How might technology support the student's active participation in those activities?</li> <li>*What is the essential question and learning goal?</li> <li>*What appears to be of interest to the student?</li> <li>*What appears to be of little interest to the student?</li> </ul>	
Tools	<ul style="list-style-type: none"> <li>* What no tech, low tech, and high tech options should be considered when developing a system for a student with these needs and abilities doing these tasks in these environments?</li> </ul>	



	<ul style="list-style-type: none"> <li>* What strategies might be used to invite increased student performance?</li> <li>* How might these tools be tried out with the student in the customary environments in which they will be used?</li> <li>*What tools does the student use already at home and/or school?</li> <li>*What tools are of interest to the student?</li> <li>*What tools are easily available at the school?</li> <li>*What tools are considered 'cool' at this school?</li> </ul>	
Recommend: UDL Guidelines	<p>Means of Representation (Input for Learning)</p> <p>Means of Expression and Action (Interaction and Process of Learning and Demonstrating Learning)</p> <p>Means of Engagement (Sustained interests, persistence, effort and regulation to the learning)</p>	

**S = Specific** – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved.

**M = Measurable** – Goals should be measurable so that progress toward a goal can be evaluated and managed.

**A = Action Oriented** – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

**R = Rigorous, Realistic, and Results Focused (the 3 Rs)** – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the student toward improvement, but it should not be out of reach.

**T = Timed and Tracked** – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important.

Resource: <http://www.doe.mass.edu/sped/cspd/mod1F.html>

## ASSESSMENT AND EVALUATION OF YOUR PERFORMANCE

### Course Requirements

1. Students will attend three face-to-face classes. Students must be prepared to participate in class discussions/assignments.
2. Assignments will be graded on the following criteria:
  - Clear, professional writing
  - Thoughtful, concise analysis and synthesis of information
  - Assignments must be digital
  - Upload assignments to class website
3. Contact the Instructor if you are having difficulties with your assignments

### Course Policies

**Academic honesty:** Students are expected to adhere to both the letter and spirit of the Wheelock College Academic Honesty Policy. Students are responsible to read the full policy available in the Wheelock College Handbook. Evidence of policy violations on any assignment will automatically result in, minimally, a failing grade on the assignment in question *irrespective of the student's intent*. Instances of plagiarism will be reported to the Vice President of Academic Affairs.

**Standards for written work:** All written assignments must be typed and submitted in digital form. Font size and type should be 12-point. All assignments should observe Standard English and use APA citations.

### Student Success Resources

#### What is COMPASS?

**COMPASS (Community Partnership for Student Success)** is a comprehensive approach to student success designed to respond effectively to the needs of students by connecting them to the appropriate supports in our Wheelock community.

#### COMPASS Referral System

This referral system provides an opportunity for instructors and staff members to alert advisors and the Student Outreach Task Force to concerns they have about students.

The COMPASS referral system is an important tool that creates opportunities for you to discuss your progress and utilize appropriate resources such as faculty, academic advisors, academic support, Student Life, Athletics, and the Counseling Center. You will know if a COMPASS has been submitted for you if you receive an email from [compass@wheelock.edu](mailto:compass@wheelock.edu).

#### Mid-Semester Evaluations

This assessment system provides faculty the opportunity to report the progress of each student in their class at mid-semester (applies to full semester classes only). Each faculty member will enter a "grade" of

“satisfactory” or “unsatisfactory” on My Wheelock at mid-term in order to indicate your progress in meeting the goals and objectives of the class. This will allow you to assess your progress in each class and seek out appropriate support if necessary. These “grades” will not appear on your transcript or be part of your official record.

### **Academic Support Services**

Wheelock College provides free academic support services to all students.

- **Peer Tutors** provide academic help with specific courses or with general academic skills such studying or time management. To request a peer tutor, please submit the Peer Tutor Request Form found in the Study Lounge (Library 205) or at MyWheelock under the Academic Support Tab. For question regarding the peer tutor program, contact Julia Mears at (617) 879-2179 or at [jmears@wheelock.edu](mailto:jmears@wheelock.edu)
- **Writing Consultants** work with students on writing assignments on a drop-in basis most afternoons and evenings until 10 p.m. in the library. Just drop in or if you have specific questions, contact Jenne Powers at (617) 879-2122 or at [jpowers@wheelock.edu](mailto:jpowers@wheelock.edu)
- **Faculty and Peer Coaches in Oral Presentation** are available to all students. Faculty coaches offer in-class coaching for oral presentations and increased class participation. Peer Coaches offer students individual and small group preparation for oral presentations, outside of class time. Students can contact the peer coaches with questions or to set up a coaching time at [thespeakingcenter@wheelock.edu](mailto:thespeakingcenter@wheelock.edu). Faculty and students can contact Marianne Adams at [madams@wheelock.edu](mailto:madams@wheelock.edu) for in-class coaching or for specific questions.

### **Disability Services**

It is the policy of Wheelock College to provide appropriate, reasonable accommodations to students who have documented learning, physical, cognitive, or psychiatric disabilities.

Students with disabilities are encouraged to meet with the course instructor. To receive appropriate accommodations students **must** request services. Please make an appointment by going to [mycompass.wheelock.edu](http://mycompass.wheelock.edu) with Rachel Buday, Coordinator of Disability Services. If you have questions regarding disability services please contact Rachel at [rbuday@wheelock.edu](mailto:rbuday@wheelock.edu) or at (617) 879-2030.

I. <u>Provide Multiple Means of Representation:</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 <u>Offer ways of customizing the display of information</u>	
1.2 <u>Offer alternatives for auditory information</u>	
1.3 <u>Offer alternatives for visual information</u>	
2. <u>Provide options for language, mathematical expressions, and symbols</u>	
2.1 <u>Clarify vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	
2.4 <u>Promote understanding across language</u>	
2.5 <u>Illustrate through multiple media</u>	
3. <u>Provide options for comprehension</u>	
3.1 <u>Activate or supply background knowledge</u>	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing, visualization, and manipulation</u>	
3.4 <u>Maximize transfer and generalization</u>	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes
4. <u>Provide options for physical action</u>	
4.1 <u>Vary the methods for response and navigation</u>	
4.2 <u>Optimize access to tools and assistive technologies</u>	
5. <u>Provide options for expression and communication</u>	
5.1 <u>Use multiple media for communication</u>	
5.2 <u>Use multiple tools for construction and composition</u>	
5.3 <u>Build fluencies with graduated levels of support for practice and performance</u>	
6. <u>Provide options for executive functions</u>	
6.1 <u>Guide appropriate goal setting</u>	

6.2 <a href="#">Support planning and strategy development</a>	
6.3 <a href="#">Facilitate managing information and resources</a>	
6.4 <a href="#">Enhance capacity for monitoring progress</a>	
<b>III. <a href="#">Provide Multiple Means for Engagement:</a></b>	<b>Your notes</b>
7. <a href="#">Provide options for recruiting interest</a>	
7.1 <a href="#">Optimize individual choice and autonomy</a>	
7.2 <a href="#">Optimize relevance, value, and authenticity</a>	
7.3 <a href="#">Minimize threats and distractions</a>	
8. <a href="#">Provide options for sustaining effort and persistence</a>	
8.1 <a href="#">Heighten salience of goals and objectives</a>	
8.2 <a href="#">Vary demands and resources to optimize challenge</a>	
8.3 <a href="#">Foster collaboration and community</a>	
8.4 <a href="#">Increase mastery-oriented feedback</a>	
9. <a href="#">Provide options for self-regulation</a>	
9.1 <a href="#">Promote expectations and beliefs that optimize motivation</a>	
9.2 <a href="#">Facilitate personal coping skills and strategies</a>	
9.3 <a href="#">Develop self-assessment and reflection</a>	

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## ADDITIONAL TEXT RECOMMENDATIONS

[Assistive Technology in Special Education, 2E: Resources for Education, Intervention, and Rehabilitation](#) by Joan Green

[Assistive Technology: Access for all Students, Loose-Leaf Version with Pearson eText -- Access Card Package \(3rd...\)](#) by Laura A. Bowden Carpenter, Linda B. Johnston and Lawrence A. Beard

[Assistive Technology Guide to Maximize Learning for Students with Autism](#) by Carolann Cormier and Nicole Natale

[The Classroom Teacher's Technology Survival Guide](#) by Doug Johnson

[Assistive Technology Solutions in Minutes Book II: Ordinary Items, Extraordinary Solutions](#) by Therese Willkomm

[Assistive Technology for Children and Youth with Disabilities, Loose-Leaf Version with Pearson eText -- Access...](#) by Mary Ann Marchel, Thomas A. Fischer and Denise M. Clark

[Ultimate Guide to Assistive Technology in Special Education](#) by Joan Green (Apr 1, 2011) Free

Algozzine, R.F. & Ysseldyke, J. (2006). *Teaching Students with Sensory Disabilities: A Practical Guide for Every Teacher*. Thousand Oaks, CA: Corwin Press, Sage. ISBN-13 9781412939003

Beard, L., Carpenter, L. & Johnston, L. (2011). *Assistive Technology: Access for All Students*. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Pearson Education . ISBN: 978-0-13-705641-5.

Burgstahler, S. E. & Cory, R. C. (2008). *Universal Design in Higher Education: From Principles to Practice*. Cambridge, MA: Harvard University Press. ISBN: 978-1-891792-90-8.

Crandell, C., Smaldino, J. & Flexer, C. (2005). *Sound Field Amplification: Applications to Speech Perception and Classroom Acoustics*. 2<sup>nd</sup> ed. Canada: Thomson, Delmar Learning. ISBN: 1-4018-5142-2.

Dell, A., Newton, D. & Petroff, J. (2011). *Assistive Technology in the Classroom: Enhancing the School Experience of Students with Disabilities*. (2<sup>nd</sup> ed.) Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0-13-1390409 [Chosen as text for David Schaff.]

Fasterbrooks, S. & Estes, E. L.(2007). *Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families*. Thousand Oaks, CA: Corwin Press, Sage. ISBN-13 9781412927338

Gordon, D. T., Gravel, J. W. & Schifter, L. A. (Eds.) (2009). *A Policy Reader in Universal Design for Learning*. Cambridge, MA: Harvard Univ. Press. ISBN: 978-1-934742-38-9.

Green, J. (2011). *The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation*. Waco TX: Prufrock Books. ISBN: 978-1-59363-719-4

Lazzaro, J. (2001). *Adaptive Technologies for Learning and Work Environments*. 2<sup>nd</sup> ed. Chicago, IL: American Library Association (ALA). ISBN: 0-8389-0804-7.

Male, M. (2003). *Technology for Inclusion: Meeting the Special Needs of All Students*. 4<sup>th</sup> ed. Boston, MA: Allyn and Bacon. ISBN: 0-205-34220-5.

Robitaille, S. (2010). *The Illustrated Guide to Assistive Technology & Devices*. NY: Demos Medical Publishing. ISBN: 1932603808/ 9781932603804.

Rose, D. & Meyer, A. (Eds.) (2006). *A Practical Reader in Universal Design for Learning*. Cambridge, MA: Harvard University Press. ISBN: 1-891792-29-6.

Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). ISBN: 0-87120-599-8.

Seale, J. (2006). *E-learning and Disability in Higher Education*. New York, NY: Routledge. ISBN: 0-415-38310-2.

## Web BIBLIOGRAPHY

### Assistive Technology Podcasts:

<http://teachingall.blogspot.com/2011/09/listen-learn-with-podcasts-a11y.html> (Podcasts for Assistive Technology)

<http://atclassroom.blogspot.com/2008/08/audio-books-and-podcasts.html> (How and Where of podcasting)

<http://coolteachers.org/> (Example of educational podcasting)

### Assistive Technology Blogs:

<http://atclassroom.blogspot.com/>, <http://teachingall.blogspot.com/>, <http://udltechtoolkit.wikispaces.com/>,

<http://www.assistivetechology.vcu.edu/>, <http://atnetworkblog.blogspot.com/> Great examples of AT sites

<http://www.matnonline.com/> Maryland AT Resource

<http://teachingeverystudent.blogspot.com/> Student AT Digital Tools

<http://cooltoolsforschools.wikispaces.com/Home> Loaded with Resources

<http://theinnovativeeducator.blogspot.com/> Amazing Collection of Resources for AT in the classroom

<http://usergeneratededucation.wordpress.com/> Technology Blog

<http://techbytes.cpsd.us/> Inclusive School Blog on Educational Technology

<http://www.freetech4teachers.com/> More resources than you need!

<http://atclassroom.blogspot.com/>

<http://blog.maketaketeach.com/> Small Group Instruction Support Materials

<http://assistivetechologymd38.wikispaces.com/UDL+Checklist>

### Assistive Technology Educational Resource Websites:

<http://www.oatsoft.org/> Open Source AT

<http://www.wati.org/?pageLoad=content/supports/free/index.php> Text and Resources on AT

<http://www.fctd.info/resources> AT Resources and Information

<http://marylandlearninglinks.org/1022> Amazing List of Resources

<http://www.naturalreaders.com> (free text to speech reader)

<http://ncset.uoregon.edu> The National Center for Supported eText (NCSeT) at the University of Oregon is a federally funded research center investigating the impact of "supported electronic text" (or supported etext) on students' comprehension of content area material.

<http://mediaeducationlab.com/curriculum/materials> The Media Education Lab is one of the leading providers of multimedia curriculum resources for K-12 media literacy education. Take advantage of our extensive collection of free resources

<https://www.iste.org/> International Society for Technology in Education

<http://www.edutopia.org/> Global resources and ideas about learning

<http://www.adachecklist.org/checklist.html> ADA Accessibility Checklist

<http://www.assistiveware.com/user-videos> Videos of AT users

<http://www.p21.org/> A key component of the Partnership's framework for 21st century teaching and learning focuses the skills students should master. Route 21, a one-stop-shop for 21st century skills-related information, resources and community tools.

<http://nimac.us> We are a federally-funded, national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats.



<http://iris.peabody.vanderbilt.edu/> The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of students with disabilities into practice.

<http://www.ghotit.com/> Online contextual spell checker and grammar checker service, great for students with Learning Disabilities! Tell them to bookmark it on their home computers. Check out the Ghotit Microsoft Add-in that provides text-to-speech within the correction window

<http://web20guru.wikispaces.com/Assistive+Technology> (Massive AT Lists) and try this one too

<http://eduapps.org/> list of free AT apps

<http://www2.edc.org/ncip/library/toc.htm> (SETT Framework)

<http://www.wested.org/cs/tdl/print/docs/tdl/home.htm> (Great Intro to AT)

<http://www.bltt.org/index.htm> Living Better through Technology

<http://www.assistivetechology.vcu.edu/> (Good List of AT sites)

<http://theinnovativeeducator.blogspot.com/> Amazing Collection of Resources for AT in the classroom

<http://www.diigo.com/user/ginastefanini/AT>

<http://assistedtechnology.weebly.com/> (Gina Stefanini course on AT)

<http://eduapps.org/> (apps for learning)

<http://www.diigo.com/user/ginastefanini/apps> (List of app websites)

<http://techmatrix.org/> Database for AT tools (Search Engine)

<http://pinterest.com/lasenders/> AT digital recommendations (Focus on SLP needs)

National Speech/Language Organization <http://www.asha.org/public/speech/disorders/AAC/>

Wisconsin Assistive Technology Initiative - <http://www.wati.org> (The goal is to improve the outcomes and results for children with disabilities birth to 21 through the use of assistive technology to access services, curriculum, and school and community activities.)

<http://www.washington.edu/accessit/index.html> University of Washington

Georgia Project for Assistive Technology - <http://www.gpat.org/> (The mission of GPAT is to improve student achievement, productivity, independence and inclusion by enhancing educator knowledge of assistive technology and increasing student access to appropriate assistive technology devices and services.)

<http://www.aaclanguagelab.com/> Go under teacher resources for AAC resources

AAC and Autism <http://www.aacandautism.com/>

Tech for Autism Now <http://www.tech4autismnow.org>

<http://www.sc.edu/scatp/index.htm> South Carolina AT Organization

<http://ncset.uoregon.edu> The National Center for Supported eText (NCSeT) at the University of Oregon is a federally funded research center investigating the impact of "supported electronic text" (or supported etext) on students' comprehension of content area material.

<http://www.assistiveware.com/user-videos> Videos of AT users

<http://nimas.us> A federally-funded, national electronic file repository that makes National Instructional Materials Accessibility Standard (NIMAS) files available for the production of core print instructional materials in specialized formats. <http://www.cec.sped.org>

<http://www.tamcec.org>

<http://www.resna.org>

<http://indicators.knowbility.org/index.html> QIAT(Quality Indicators of Assistive Technology)

<http://www.ataccess.org/>

<http://nimas.cast.org/index.html>

[http://aim.cast.org/experience/decision-making\\_tools/aim\\_navigator](http://aim.cast.org/experience/decision-making_tools/aim_navigator) Accessible Instructional Materials  
<http://www.abledata.com>

Closing the Gap: <http://www.closingthegap.com/>

[http://www.cited.org/index.aspx?page\\_id=147](http://www.cited.org/index.aspx?page_id=147) cited and educational technology

University of Kentucky Assistive Technology Project: <http://serc.gws.uky.edu/www/ukatii/>

Wisconsin Assistive Technology Initiative: <http://www.wati.org/Products/freematerials.html>

Kurzweil <http://www.kurzweiledu.com/how-to-videos.html> How To Kurzweil Videos

### **Assistive Technology Videos:**

<http://www.youtube.com/watch?v=DB9pKkZoJDC> Assistive Technology Simple Said, 2010

<http://www.assistiveware.com/user-videos> AT user videos from Assistive Ware

<http://www.youtube.com/watch?v=hB5xBAYV5Jg> George Washington University, 2012

<http://www.youtube.com/watch?v=AYvuS1L5Jbs> AT Loan Libraries, 2010

<http://www.youtube.com/watch?v=pVN9oSynWJg> Assistive Technology Boogie, 2012

<http://vimeo.com/58913966> Elements of Assistive Technology, 2012

<http://www.youtube.com/watch?v=Hhf8vLLIZc> iPads as an AT Tool, 2012

<http://www.youtube.com/watch?v=7kvZsjG3eI> Special Education Conference: Autism, Dyslexia and Assistive Technology, 2013

<http://www.youtube.com/watch?v=CvHzhQb5u0k> Disability Rights of Kansas, 2010

[http://www.ted.com/talks/sherry\\_turkle\\_alone\\_together.html](http://www.ted.com/talks/sherry_turkle_alone_together.html) Sherry Turkle: Connected, but alone?

<http://vimeo.com/47684213> Linda Hehrke, 2011

<http://www2.ed.gov/policy/gen/guid/assistivetech.html> Laws and Regulations

<http://www.kurzweiledu.com/how-to-videos.html> How To with Kurzweil

### **Differentiated Instruction Resource Sites:**

<http://www.caroltomlinson.com/>

<http://pdo.ascd.org/catalog/browsecatalog.aspx?category=DifferentiatedInstruction> Online Course

### **Education Technology Resource Sites:**

<http://www.wbrschools.net/technology.htm> (Amazing collection for Educators)

<http://www.curriki.org/> Curriki, is a nonprofit K-12 global community for teachers, students, and parents to create, share, and find free learning resources that enable true personalized learning.

<http://www.fctd.info/resources> Amazing, Amazing List!

<http://www.oercommons.org/> Open Educational Resources (game based learning, social/emotional learning, flexible learning, primary sources, common core)

<http://ictmagic.wikispaces.com/> or <http://www.crickweb.co.uk/> (numerous web links)

<http://www.heinemann.com/products/LBW002119.aspx> Book Leveling

<http://www.scholastic.com/bookwizard/> Free Book Level

[http://www.urbanschools.org/publications/consortium\\_inclusive.html](http://www.urbanschools.org/publications/consortium_inclusive.html) Inclusion resources for Urban Education

<http://www.squidalicious.com/2011/01/ipad-apps-for-autism-spreadsheet-of.html> (app list)

<http://eduweb.com> amazing interactive websites

<http://www.scholastic.com/bookwizard/> Find and level books with Book Wizard. Plus, get booktalks, lesson plans, author studies, videos, and discussion guides.

<http://www.learningthroughlistening.org> Learning Ally (formerly RFB&D) is a national nonprofit organization that provides textbooks and novels in a digital audio format to individuals that cannot access print in the standard way.

<http://www.toolsforeducators.com> Free worksheet creator.

<http://www.k12handhelds.com/newstuff.php> Primer for hand-held educational technology.

<http://www.ck12.org/student/> Educating in a new, digital environment

<http://cel.ly/school> This web site supports the use of cell phones in the classroom by providing a controlled, secure environment for users.

<http://wiggio.com/> Online hosting tool kit for collaboration.

<http://www.edmodo.com/> Edmodo is a secure social learning network for teachers and students. Edmodo gives libraries and classrooms a safe and easy place online to connect and collaborate, offering a location to share ideas and content, as well as access homework, grades and school notices.

<http://www.learner.org/> Videos, interactives, workshops, and distance learning are all available on this site. Need materials for your lessons? This is the place. Arts, Foreign Language, Mathematics, Science, Social Studies, and Language Arts are all represented.

<https://moodle.org/> (Online Course Space)

<http://correlation.edgate.com/commoncore.html> Resources created by our Content Partners are aligned to current state standards, including state versions of the Common Core, by EdGate Correlation Services. To view a specific state's current status in implementing the Common Core Standards, use EdGate's map tool

<http://web20guru.wikispaces.com/Web+2.0+Resources> Up to Date Listing of web-based tools.

<http://techtoolideas.wikispaces.com/>

<http://www.thinkfinity.org/welcome> Thinkfinity.org's 55,000 standards-based K-12 lesson plans, student materials, interactive tools and reference materials are reviewed by the nation's leading education organizations to ensure that content is accurate, up-to-date, unbiased and appropriate for students. At Thinkfinity.org, you'll find primary source materials, interactive student resources and grade-specific research lists to help you tailor materials to meet your needs.

<http://www.intel.com/content/www/us/en/education/intel-in-education.html> Resources

<http://artsedge.kennedy-center.org/educators.aspx> Digital Resources for Arts Education

<http://www.teach-nology.com/> For over a decade, TeAchnology has been providing free and easy to use resources for teachers dedicated to improving the education of today's generation of students.

<http://learnitin5.com/> Web skills to learn in less than five minutes.

<http://altec.org/> Many teaching and learning tools are offered, and many sites and activities for the classroom are presented as well.

<http://www.schrockguide.net/> (Up to Date EdTech Resources)

<http://www.edutopia.org/> Promotes interactive learning environments.

<http://www.pbs.org/teachers> This site contains standards-based resources in the arts, health and fitness, mathematics, reading/language arts, science/technology, and social studies on the PBS Teachers site.

<http://www.merlot.org/merlot/index.htm> Resources abound!

<http://gws.ala.org/> Great Website for Teachers by American Library Association and Common Sense Media created their own updated list

<http://www.commonsensemedia.org/website-lists> Current List

<http://d75technologycenter.wordpress.com/> List of Education Sites.

<http://www.thinkfinity.org/welcome> Multimedia and Online Resources.

PDF version online: <http://www.fctd.info/resources/fig/Print/Sec1.pdf>

<http://homemods.org> Home Safety and Usage Modifications

<https://www.disability.gov/education> (National Organization to Support Learners)

<http://www.asha.org/> (National SLP Resource)

<http://disabilityinfo.gov> National website on disabilities (technology resources)

<http://edorigami.wikispaces.com/Bloom%27s+and+ICT+tools#Bloom%27s%20revised%20taxonomy%20and%20D> Blooms Taxonomy

<http://www.edtechlocator.org/index.php/site/> The EdTech Locator for Technology Implementation and its related materials are designed to help you evaluate where you stand in the technology-integration continuum.

### **Mac Resources:**

“Using Apple Technology to Support Learning for students with Sensory and Learning Disability” found here:

<http://www.apple.com/education/resources/>

“Getting Started: Apple Technology for Diverse Learners” found here:

[http://www.apple.com/education/docs/L360989C-US\\_L360989C\\_DiverseLearners\\_ff\\_acc.pdf](http://www.apple.com/education/docs/L360989C-US_L360989C_DiverseLearners_ff_acc.pdf)

Apple’s accessibility guide found here: <http://www.apple.com/accessibility/>

Apple’s educational iPad site found here: <http://www.apple.com/education/ipad/>

“iPhone, iPad, and iPod Touch Apps for (Special) Education” found here:

<http://www.scribd.com/doc/24470331/iPhone-iPad-and-iPod-touch-Apps-for-Special-Education>

Interactive Assistive Technology Course

<http://www.stanford.edu/class/engr110/index.html>

ipad accessibility <http://www.apple.com/accessibility/ipad/vision.html>

<http://kenche.info/#> FoxyVoice is a Firefox extension that provides text-to-speech functionality using Microsoft Win32 Speech API (SAPI). With FoxyVoice you can do a [tuning](#) of your browser and you can listen to the page being read; or browse on one page and listen to another page being read for higher degree of sensory overload.

<http://www.apple.com/accessibility/resources/> What Macs can do!

<http://www.apple.com/accessibility/voiceover/> Text to Speech Option

<http://accessfirefox.org/> (Firefox Accessibility Features and Downloads)

<http://www.apple.com/education/> Meet with other teachers and exchange ideas and information. It's free. Lessons, activities, movies, podcasts, and special collections are all offered for educators to use in their classrooms.

<http://irlen.com/index.php> Vision Method

<http://www.nrsi.com/emails/overlays/overlays-e021312.php> Colored Overlays

### **PC Resources:**

<http://www.naturalreaders.com/download.php> (text to speech software)

<http://www.microsoft.com/enable/research/default.aspx> Microsoft Accessibility

<http://support.microsoft.com/kb/306902> Text to Speech

What questions do I have about the student, his environment, the tools he uses, or the tasks?

1.

2.

3.

4.

5.

What connections am I making about the student, his environment, the tools he uses, or the tasks?

1.

2.

3.

4.

5.

What ideas do I have about the student, his environment, the tools he uses, or the tasks?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.