

ESE - PDA: Technology for Student Success: Assistive Technology (Online)

15 Points per Certificate

C B R D A

7/12

3-100-003

General Objectives

To provide an opportunity for participants to identify and explore assistive technology devices and services and to examine the process of helping students with disabilities select, obtain, and use assistive technology. To explore basic information about the impact of six identified areas of disability including: vision, auditory, physical, communication, intellectual, and cognitive processing and how assistive technology devices and services provide support in dealing with the impact of those disabilities.

Specific Objectives

Upon completion of this component, participants will be able to:

1. Understand that students with disabilities benefit from the use of assistive technologies.
2. Understand that there is a wide range of technologies that can be considered for use as assistive technology by students with disabilities.
3. Identify characteristics of visual impairments.
4. Explore how visual impairments impact student learning and access to the education environment.
5. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with visual impairments.
6. Identify characteristics of hearing impairments.
7. Explore how hearing impairments impact student learning and access to the education environment.
8. Explore various assistive technologies to meet the needs of students with hearing impairments.
9. Identify characteristics of physical impairments.
10. Explore how physical impairments impact student learning and access to the education environment.
11. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with physical impairment
12. Identify characteristics of speech and language impairments.
13. Explore how speech and language impairments impact student learning and access to the education environment.
14. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with speech and language impairments.
15. Identify characteristics of intellectual impairments.
16. Explore how intellectual impairments impact student learning and access to the education environment.
17. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with intellectual impairments.
18. Identify characteristics of cognitive processing disabilities.
19. Explore how these disabilities impact student learning and access to the education environment.
20. Explore the assessment process for identifying and aligning various assistive technologies to meet the needs of students with cognitive processing disabilities.

Description of Activities

Participants will achieve mastery of the objectives by completing the online module, in its entirety, which includes the following directed activities appropriate to the various areas of content and referenced within the module:

1. Complete all online learning activities.
2. Review all module content, related professional articles and websites.
3. View related videotapes and power-point presentations.
4. Review references and resources.
5. Meet as a group (face-to-face and/or virtually) to share challenges and successes via e-mail and/or discussion.
6. Identify key terms associated with assistive technology that may be used to meet the needs of students with six targeted areas of disability.
7. Explore assistive technology devices, services and assessment processes needed to align various technologies with the individual needs of students across six major identified areas of disability across curriculum areas.
8. Complete activities to demonstrate understanding of the differences between high, low and mid-tech assistive technology devices across six major identified areas of disability.
9. Complete activities to demonstrate an understanding of the characteristics of assistive technology and how to align and apply the use of such technology with students across six major areas of disability across curriculum areas.
10. Complete activities to identify assistive technology devices and services that align with individual needs of students across six major identified areas of disabilities.
11. Complete teacher self-assessments and reflect on personal experiences related to technology in the classroom.
12. Complete all comprehension checks.
13. Complete all assessment tasks.

Evaluation

Participants will create and maintain an electronic portfolio consisting of all specified assessment tasks, which will be reviewed for satisfactory completion, and for demonstration of competency of the objectives, by the module facilitator. A scoring rubric, developed within the module, will assure consistency in evaluation by module facilitators.

Evaluation of Activities

An online evaluation for this activity will be conducted through the Professional Development Growth System.

Follow-Up Strategies

Participants will demonstrate continued implementation and application of knowledge learned from this module via e-mail with facilitator and group meetings. Participants completing this component will be surveyed to determine use of the knowledge, skills gained and the impact of the component on job performance and student learning gains.