PDA Technology for Student Success: Assistive Technology

**Topic Area:** Instructional Technology  
**Maximum In-Service Credits:** 15

**Target Audience:** The content and instructional strategies presented in this professional learning event are aligned with Common Core State Standards and the Comprehensive Framework for Effective Instruction, Teaching, and Learning.

**Learning Objective:**

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.

**Learning Goals:**

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.

**Learning 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 email 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.

**Implementation/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.

**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.

**References:**

**Unit 1**


**Unit 2**


An overview of assistive technology. (2011). *American Foundation for the Blind*


Blind ambition. *YouTube.* Retrieved from [http://www.youtube.com/watch?v=EvhYZKnEk5Y](http://www.youtube.com/watch?v=EvhYZKnEk5Y)


Dennison, E. M., & Klair, V. (2003). *Eye conditions in infants and young children that result in visual impairment, and syndromes and other conditions that may accompany visual disorders.* North Logan, UT: Hope.

Family-centered practices for infants and young children with visual impairments. (2003).


Miller, C. (2003). What is the expanded core curriculum for blind and visually impaired students? *Texas School for the Blind and Visually Impaired*. Retrieved from [http://www.tsbvi.edu/seehear/winter01/core.htm](http://www.tsbvi.edu/seehear/winter01/core.htm)


The role and responsibility of the education consultant for students who are blind/visually impaired. (n.d.). Council for Exceptional Children, Division on Visual Impairments.


**Unit 3**


Communication options reference chart. (n.d.). *Beginnings for Parents of Children Who Are*


I have a student in my class that is deaf, does that mean he can't hear anything? (n.d.). Florida Diagnostic and Learning Resources System/Resource Materials and Technology Center for the Deaf and Hard of Hearing. Retrieved from http://vimeo.com/23050630


Quick view video samples. (n.d.). *Beginnings for Parents of Children Who Are Deaf or Hard of


Speech-to-text services: An overview of real-time captioning. PEPNet, the Postsecondary Education Programs Network. Retrieved from http://www.pepnet.org/speechtotext/


Technology assures deaf student learns surgery at UC Davis School of Medicine. YouTube. Retrieved from http://www.youtube.com/watch?v=AwDvgFrbY5w


Unit 4


Software toolkits from Trace Research and Design Center. (n.d.). Trace Research and


Unit 5


Drager, K., Light, J. and McNaughton, D. Webcast: An introduction to the use of AAC for


Unit 6


Florida Department of Education. (2011). Florida statutes and State Board of Education rules:


Unit 7


