Web Exercise

# Chapter 5: Assistive Technology

1. Complete the Iris Center activity “Accommodations: Assistive Technology” located at the following web address:

<http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/iwe001.pdf>

You may work in a group of four or fewer members OR you may complete the activity individually. Class time will be devoted to the discussion of your completed activity.

Chapter 5 Objective:

Describe the differences among low-, mid- and high-tech assistive technology.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 5.3: Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

6. technology for teaching and learning in special education settings

1. Explore the George Lucas Educational Foundation website, “Edutopia” at [www.edutopia.org/assistive-technology-resources](http://www.edutopia.org/assistive-technology-resources#graph2) Identify at least five resources (linked to Edutopia) that you believe would be useful to you as a classroom teacher. List the name of the site/link, describe what it offers, and explain how the information/resources would be useful to you. How might parents benefit from having access to this information? How might parents, students, and teachers benefit from having access to “Edutopia” in general?

Chapter 5 Objective:

Explain how assistive technology can benefit students with disabilities.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 5.3: Beginning special education professionals are familiar with augmentative technologies and communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

C. Historical movements/trends affecting the connections between special education and the larger society

3. application of technology

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

6. technology for teaching and learning in special education settings

1. “The Case AGAINST Assistive Technology”…Watch the YouTube video at the following link: <http://www.youtube.com/watch?v=lNs88Ki1WSo> Write a reflection describing your reaction to the video.

Chapter 5 Objective:

Explain how assistive technology can benefit students with disabilities.

CEC Standard(s): Standard 6: Professional Learning and Ethical Practice

Standard 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

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1. Explore the “[AT] Connects” website to familiarize yourself with its content. The web address is <http://www.atconnects.com/>. Then, click on the “AT Act Program” tab. On the dropdown menu, select “State AT Act Programs.” Go to your state’s site and browse its contents. Does your state site have a specific name? What is it? What is the web address for your state site? What resources area available in your state? Take a look at the sites of surrounding states. Are there resources in other states that your state does not have? How do you believe this site could be useful to both teachers and parents?

Chapter 5 Objective:

Understand the legal and legislative aspects of assistive technology.

Explain how assistive technology can benefit students with disabilities.

CEC Standard(s): Standard 6: Professional Learning and Ethical Practice

Standard 6.5: Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

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1. “Inclusion in the 21st Century Classroom: Differentiating with Technology”- [www.learnnc.org/lp/editions/every-learner/6776](http://www.learnnc.org/lp/editions/every-learner/6776) Watch the video clip: “Using the Virtual Worlds to Engage Gifted Learners.” Then read the information provided on the site about differentiated instruction. As you read, take time to explore the embedded links and watch the additional video clips. What did you find that you will be able to implement in your own classroom or that you might recommend to a teacher you know?

Chapter 5 Objective:

Identify assistive technology devices that support students with disabilities across content area instruction.

CEC Standard(s): Standard 6: Professional Learning and Ethical Practice

Standard 6.4: Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

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1. The CONNECT modules developed at the University of North Carolina at Chapel Hill are a free resource for educators. Go to the CONNECT site…to Module 5 (<http://community.fpg.unc.edu/connect-modules/learners/module-5>). This module is designed so you will learn about the purpose, use and potential benefits of assistive technology interventions when working with young children. Complete the module activities, watch videos, and read the embedded handouts as you navigate through the module. After you have completed the module, explain what you have learned about assistive technology from the perspective of the birth to three programmatic levels.

Chapter 5 Objective:

Explain how assistive technology can benefit students with disabilities.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 5.2: Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

C. Historical movements/trends affecting the connections between special education and the larger society

3. application of technology

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

6. technology for teaching and learning in special education settings