



**GRADUATE SCHOOL OF EDUCATION
GEORGE MASON UNIVERSITY
EDSE 649**

Spring 2005 Syllabus

**Assistive Technology Assessment: Severe
Disabilities**

- COURSE:** Clinical Psychoeducational Assessment in Special Education
(3 credits)
- SCHEDULE:** Kellar Institute for Human disAbilities
Thompson 221
Class Time: Fridays, 4:30 – 7:10 p.m.
- INSTRUCTOR:** Cindy George (EDSE649@aol.com)
Phone: 703-993-3670 (KIHD office)

COURSE DESCRIPTION

Practice administrating, scoring, and interpreting educational evaluation instruments with emphasis on the generated educational plan and written report. Field experiences are required.

COURSE OBJECTIVES

Students will:

1. determine if assistive technology has been adequately considered for special populations.
2. search and review the Internet on assessment issues surrounding individuals with severe and profound disabilities.
3. review and implement an existing AT protocol.
4. participate in an environmental assistive technology assessment. Develop a report with suggestions for devices to support the assessment.

Relationship of Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the

special education areas of emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

CEC Standards for Special Education Technologists

Standard #1: Foundations

TE1K1: Concepts and issues related to the use of technology in education and other aspects of our society.

Standard #2: Development and Characteristics of Learners

TE1S2: Use technology-related terminology in written and oral communication.

Standard #3: Individual Learning Differences

TE4S3: Arrange for demonstrations and trial periods with potential assistive or instructional technologies prior to making purchase decisions.

Standard #6: Communication

TE6S1: Use communication technologies to access information and resources electronically.

Standard #7: Instructional Planning

TE7K1: Procedures for evaluation of computer software and other technology materials for their potential application in special education.

TE7S1: Assist the individual with exceptional learning needs in clarifying and prioritizing functional intervention goals regarding technology-based evaluation results.

TE7S2: Identify elements of the curriculum for which technology applications are appropriate and ways they can be implemented.

TE7S8: Develop specifications and/or drawings necessary for technology acquisitions.

Standard #8: Assessment

TE8K1: Use of technology in the assessment, diagnosis, and evaluation of individuals with exceptional learning needs.

TE8S1: Match characteristics of individuals with exceptional learning needs with technology product or software features.

TE8S3: Identify functional needs, screen for functional limitations and identify if the need for a comprehensive assistive or instructional technology evaluation exists.

TE8S6: Work with team members to identify assistive and instructional technologies that can help individuals meet the demands placed upon them in their environments.

TE8S8: Examine alternative solutions prior to making assistive or instructional technology decisions.

Standard #9: Professional and Ethical Practice

TE8S9: Make technology decisions based on a continuum of options ranging from no technology to high technology.

Standard #10: Collaboration

TE10S2: Refer team members and families to assistive and instructional technology resources.

TEXTBOOKS

Assistive Technology: Matching Device and Consumer for Successful Rehabilitation (2002).

Scherer, M. J.\$32.97

http://www.amazon.com/exec/obidos/tg/detail/-/1557988404/qid=1074866859/sr=1-1/ref=sr_1_1/104-9838903-7120710?v=glance&s=books#product-details

Closing the Gap Resource Guide.....\$16.95

Or full membership

Print.....\$34.00

On-Line\$50.00

CLASS SCHEDULE

CLASS 1: **Course Overview**
Jan. 28 **Introduction: Assessment & Assistive Technology**
 IDEA: Has Technology Been Considered?
 AT Teams: A Transdisciplinary Approach

***** TOY EVALUATIONS: No class *****

CLASS 2: Feb. 4

CLASS 3: **Screening/Assessment Procedures**
Feb. 11 **Toy Evaluations' Presentations**
 Assessing Computer Prerequisites

CLASS 4: **Existing Assessment Protocols**
Feb. 18

CLASS 5: **Existing Assessment Protocols: Student Presentations**
Feb. 25 (*Assignment #1 due*)

CLASS 6: **CompuTech**
Mar. 4 **Role Playing / Practice**
 Case Studies / MSIP
 Assessment Assignments
 Reading: AT Outcomes
 (*Assignment #2 due*)

CLASS 7: **Report Writing**
Mar. 11 **Assistive Technology Solutions Searches**
 (*Assignment #3 due*)

***** SPRING BREAK & FIELD EXPERIENCE: No class *****

Spring Break: Mar. 18

CLASS 8: Mar. 25

CLASS 9: **CompuTech Screening Protocol**
Apr. 1 **Assessment Discussions- observations complete**
 (*Assignment #4 due*)

***** AT ASSESSMENTS IN COMMUNITY: No class *****

CLASSES 10 - 13: Apr. 8 – Apr. 29

CLASS 14: **Assessment Workshop**
Apr. 29 **(schedule with instructor)**

CLASS 15: Assessment Reports
May 6 (Assignment 5: Report Rough Draft due)

CLASS 16: Assessment Presentations
May 13 (Assignment #5: Presentation due)
ASSIGNMENTS (Please type ALL assignments unless otherwise noted)

ASSIGNMENT 1: Assessment Protocol Presentation..... 15 pts.

Review for class demonstration an existing protocol on assistive technology. Prepare the presentation using PowerPoint or the Web, Provide product literature as well as handouts that will enhance your presentation. Prepare an assessment simulation activity using the protocol and the members of the class if beneficial.

Product due during CLASS 4: Feb 25.

ASSIGNMENT 2: Toy Evaluation..... 15 pts.

Complete a toy evaluation for CompuPlay. A form will be provided. The evaluation will include the following:

- assembly of the toy
- family observation
- completion of assessment form
- final narrative write-up

Product due during CLASS 5: March 4.

ASSIGNMENT 3: Computer Prerequisites 10 pts.

Explore and create off-line activities for supporting prerequisite computer skills. A form will be provided that will include the following general content areas:

- fine motor
- gross motor
- language development
- work readiness skills

Specific information will be given on Feb. 6 during the 3rd class.

Product due during CLASS 6: March 11

ASSIGNMENT 4: CompuTech Screening Protocol 20 pts.

Students are to take knowledge from courses in the past and existing AT assessment protocols to create screening protocols for the KIHd CompuTech camp. A screening is to be created for one of the following areas: augcom, input, software, and sensory. A presentation will be given with guidelines for creating the protocol.

Product due during CLASS 9: April 1.

ASSIGNMENT 5: Assessment Field Experience, Report, & Presentation.....40 pts.

Visit, plan, discuss, and research for an individual AT screening or environmental AT screening. Assessment sites will be assigned in class. You will be responsible for the screening and be required to complete the written report and present the final presentation.

Report.....25 pts.

Presentation.....15 pts.

Product due on CLASS 16: May 13.

GRADING CRITERIA

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Assignment 1: Assessment Protocol Presentation	15
Assignment 2: Toy Evaluation	15
Assignment 3: Computer Prerequisites	10
Assignment 4: CompuTech Screening Protocol	20
Assignment 5: Assessment Field Report & Presentation	40

TOTAL POINTS POSSIBLE 100

Grading Scale	
100 – 90	A
89 – 80	B
79 – 70	C
69 & less	F

The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of 10 percent may be assessed.

Grades for late assignments will reflect a 20% response cost.

All assignments must be completed to receive a final grade.