SET▶BC

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Assistive Technology in the Classroom

Module 1 – Course Introduction

Module Activities

One Thumb to Rule Them All

To really be inspired by how much assistive technology can change someone's life, watch "One Thumb to Rule Them All" an AssistiveWare (www.assistiveware.com) YouTube video showcasing Mike Phillips, a gamer and free lance technology writer.

Mike uses his thumb, a proximity switch, and scanning array on his computer to play games, write documents and deliver presentations at conferences.   Be prepared to be amazed!

Photo: screen capture from One Thumb to Rule Them All

View the video at: https://www.youtube.com/watch?v=2BhHwk9qSvI

If this link does not work for you – go to YouTube (www.youtube.com) and type "One Thumb" in the search field to find the video.

My thoughts after viewing the video…
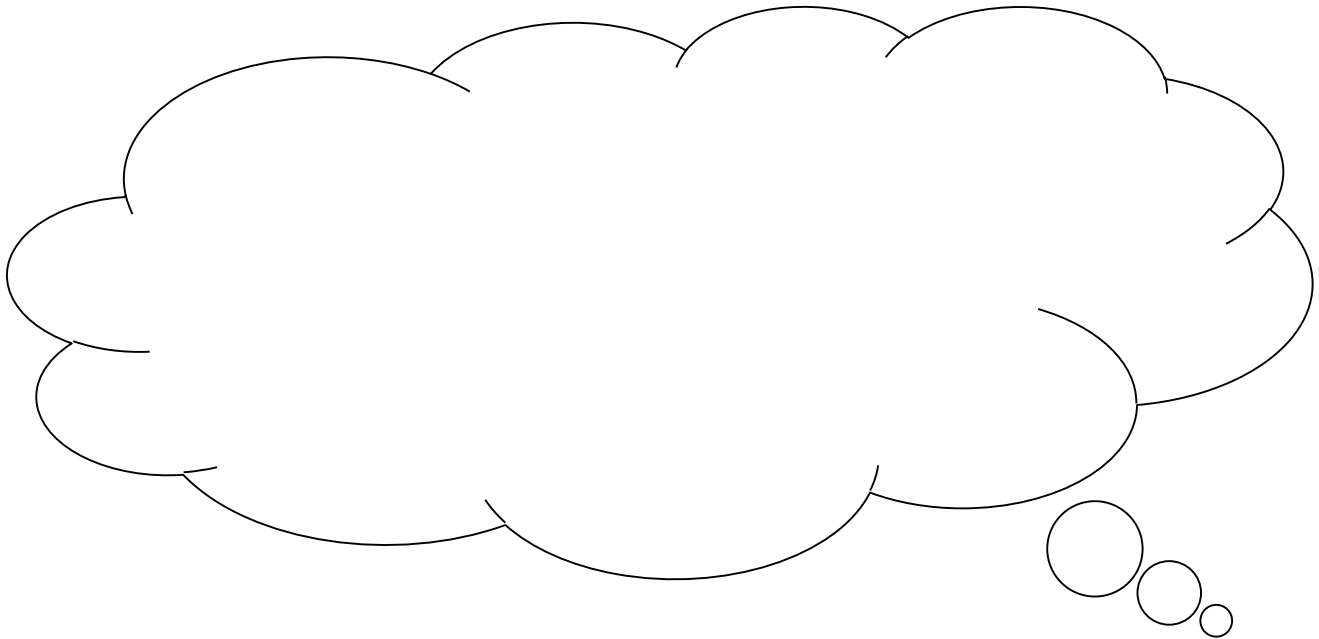
I would encourage others on my team to watch this video…

❑ Definitely!   ❑ Maybe   ❑ Probably not

Assistive Technology in the Classroom (24 hours)

Course Syllabus

Course Description

This self-directed online course is self-paced and delivered entirely online. The course is divided into seven modules with the following content focus in each:

- **Module 1** – Course Introduction
    - o Introduction to the course format, content, and activities
- **Module 2** – Overview of Assistive Technology
    - o General overview including definition of assistive technology, main genres with examples of students using various technologies
- **Module 3** – Effective Assistive Technology Implementation
    - o Components of an effective AT implementation plan, barriers that prevent implementation, conditions that foster implementation, and the role of team members in the AT implementation
- **Module 4** – Assistive Technology to Support Learning
    - o Current educational trends that utilize general and assistive technologies, examples of technology that support cognitive access to the curriculum (e.g. literacy and numeracy development)
- **Module 5** – Assistive Technology to Support Participation
    - o Issues supporting students with physical access or sensory (visual) impairments and examples of technologies that support physical and sensory access to the curriculum
- **Module 6** – Assistive Technology to Support Communication
    - o Considerations when supporting students with communication disorders, examples of technologies that support students with communication disorders in the classroom
- **Module 7** – Assistive Technology in Action
    - o Discussion of student case studies, technology to feature matching, assistive technology implementation considerations, and course wrap-up

Course Objectives

Upon successful completion of this self-directed course, participants will:

- have a general understanding of the field of assistive technology and be able to describe technologies that support participation, communication and learning in the classroom
- be able to describe the process for successful assistive technology implementation and the conditions that foster or challenge effective implementation
- be able to describe the role of team members in the implementation of assistive technology with students in the classroom
- have a general understanding of how assistive technology features can be matched to student need and how to use those features to support participation, communication and learning in the classroom
- understand how assistive technology can be used to support current classroom teaching and learning trends (e.g. Universal Design for Learning)
- have a basic understanding of several specific technologies commonly implemented with students in the classroom
- understand how to use a variety of online resources and training opportunities to expand and support their assistive technology knowledge and skills

Module Components

Each course module has the following components:

- **Narrated Presentation**
    - A self-paced, narrated presentation of the module content
- **Module Handout**
    - A handout containing the module activities and supporting content
- **Module Summary Activity**
    - A practical, problem-based activity to complete as follow-up to the module (e.g. complete the AT implementation chart and describe your role in the process, design a 15-message communication board for a student eating lunch in the cafeteria)

Course Assessment

As this is a self-directed course, there is no formal assessment. If participants would like comment or support on module summary activities, they can be submitted to training@setbc.org for feedback and/or suggestions.