College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2014
EDAT 649 DL1: Assistive Technology Assessment
CRN: 17324, 3 - Credits

Instructor: Ms. Cindy George	**Meeting Dates:** 01/21/14 - 05/14/14
Phone: 571-230-7854	**Meeting Day(s):** Asynchronous
E-Mail: cgeorge4@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: Contact for appointment	**Meeting Location:** NET NET

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Instructional Method
EDAT 649 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Course Description
Provides an overview of AT consideration and assessment procedures with emphasis on generated assessment plan and written report. Review and administer existing assistive technology (AT) evaluation instruments.

Prerequisite(s): EDAT 510: Introduction to Assistive Technology

Co-requisites: None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

- Learning module lectures, discussion, and participation
- Software and hardware demonstrations
- Group and independent laboratory exploration activities
- Direct AT service interactions
- Class presentations

Field Experience is required.

A Field Experience MAY BE a part of this course. Field Experiences may include observations, interviews, and/or trainings within communitiy evnironments. All students who are directly interacting with indivuduals as part of their field experience must complete the CEHD Field Expereince Form.

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a SCHOOL-BASED placement online through the Clinical Practice Office [NOT LIKELY for EDAT courses]

• Complete the online request form and indicate that you need a field placement. It is important that you do this within the first two weeks of classes so that the field placement office has suffcent time to find a placement for you.

OPTION 2: Arrange for YOUR OWN placement AND complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student/client outside of a school setting that I would like to work with for the assignment.

→If applicable, you need to obtain consent from the parent of a minor or the guardian of a protected adult and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

Learner Outcomes

Upon completion of this course, students will be able to:

• Determine if assistive technology has been adequately considered for individual.

• Review and identity user characteristics and match to specified toy features.

• Define and provide teaching strategies for prerequisites to computer use.

• Review and implement an existing assistive technology protocol.

• Master assessment strategies to make appropriate technology decisions.

• Conduct and compose an assistive technology assessment for individuals with disabilities.

Required Textbooks

Cook, A. M. & Polgar, J. M. (2007). Assistive technologies: Principles and practice. St. Louis, Mo**:** Mosby Elsevier**.**

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at
  http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Required Readings

McLoughlin, J. A. & Lewis, R. B. (2007). Special Education Assessment**. *Assessing students with special needs.* New Jersey: Pearson.

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon then to meet the specific needs related assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 3: Assessment and Planning and Standard 5: Professional Practice and Collaboration.
*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations

  Attendance.

Students are expected to log on and actively engage in all weekly course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Please note that while only certain learning elements are assessed through "grades", the instructor can still assess student involvement and engagement using other measures. Blackboard enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Students struggling to complete work on time or who appear to not be engaging with course content will be asked to conference with the instructor.

  Late Work.

Work will not be accepted if work is submitted a week past the due date.
All work submitted late will automatically receive a response cost unless arrangements are made in advance with the instructor.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Assistive Technology Assessment Project* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale

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

Assessment Modules...........................30
Assessment Protocol Presentation 15
Toy Evaluation...................................10
Computer Prerequisites 10
AT Assessment Project.......................35

  TOTAL POINTS 100

The following grading scale will be used at the Graduate level:

95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 70% = F

Assessment Modules: Students are required to view assessment content presentations posted on Blackboard for week sessions. Assignments contained within and supporting these presentations. **All** activities presented within each of these Modules **must be completed** to receive point credit. Students who are asked to make a revision and resubmit will receive ½ credit. Students who do not complete all activities will **not** receive credit for the entire Assessment Module for that week.

Assignments
  Performance-based Assessment (TaskStream submission required).
The signature assignment(s) for this class is: *Assistive Technology Assessment Project.* Please see specific assignment description below.

  Performance-based Common Assignments (No TaskStream submission required).
There are no common assignments with other classes.

Other Assignments.

<u>**Assessment Modules**</u> **(30 points)**

Students are required to view assessment content presentations posted on Blackboard for 6 weekly distance sessions. Assignments contained within and supporting these presentations are to be completed and will be due by the specified dates posted for each module assignment. Individual modules are worth 5 points each. All activities within each module must be completed to receive total module credit.

<u>**Assessment Protocol Presentation**</u> **(15 points)**

Students are to review the assigned assessment protocol. A *narrated* PowerPoint presentation should then be prepared and submitted that introduces and describes the protocol to include:

- Goal of protocol
- Target audience
- Pre-requisites
- Procedures
- Personal reaction

<u>**Toy Evaluation**</u> **(10 points)**

Students are to complete a toy evaluation on a commercially available toy (approved by the instructor) using the format posted on Blackboard. The evaluation will include a photo of the toy along with reactions to its implementation with children who have varied disabilities.

<u>**Computer Prerequisites**</u> **(10 points)**

Students are to explore and define prerequisite computer skills. For each skill, students will match strategies and activities using typical manipulatives for supporting each skill. A Prerequisite Form will be provided for this assignment on Blackboard.

<u>**Assistive Technology Assessment Project**</u> **(35 points)**

(Performance Based Assessment)

Students are to complete an individual assistive technology assessment to provide AT solutions for an individual who has a disability. The project will consist of assessment activities and interactions throughout the semester consisting of evaluation data to match technologies and strategies that prove to benefit and support predetermined assessment objectives. A written report (format provided) outlining these activities as well as a narrated PowerPoint presentation summarizing the assessment is also required. The content of this presentation is to be modified

from the written report to protect client confidentiality prior to being posted on Blackboard for peer review.

Grading Rubric

Assignment Requirements		Points	Comments
COMMUNICATION (6 points)			
Client approval ....2 pts			Due 3/3/14
Mid-Assessment Meeting ....2 pts			Due by 4/7/14
Communication w/Instructor ....2 pts			On-going during assessment phase
REPORT (20 points) draft due 4/28/14; final due 5/12/14			
Client Needs Analysis	Goal & objectives.........................2 pts		
	Background ....2 pts		
	Interview of client, caretakers, and/or professionals ....2 pts		
	Observational summary of client & environment ....2 pts		
Devices	Identification of potential assistive technology solutions ....3 pts		
Trials	Evaluation/Trial data ....3 pts		
AT Solutions	Rationale of selection of assistive technology solutions ....3 pts		
	Pros/Cons of relevant AT ....3 pts		
PRESENTATION (9 points) due 5/5/14			

Summary of report ....2 pts		
Oral presentation of report ....2 pts		
Visual presentation of report content & findings via PowerPoint...................2 pts		
Infographic of another's presentation ... 3 pts		Due 5/12/14
Total Points (out of 35 possible)		

Schedule

	Topic	Readings & Assignments
Week 1 1/27-2/3	Assessment Protocol	Assignment: Receipt of Assessment Protocol
Week 2 2/3-2/10	Assistive Technology Assessment Overview	Reading: Cook & Polgar (2007) Chapter 2 Assignment: Assessment Module 1
Week 3 2/10-2/17	Screening and Assessment Procedures	Reading: Cook & Polgar (2007) Chapter 7 Assignment: Assessment Module 2 *Assessment Protocol Presentation* (due 2/14/14) *Assessment Protocol Comparison* (due 2/17/14)
Week 4 2/17-2/24	Assessing Computer Prerequisites & Control of the Environment	Reading: Cook & Polgar (2007) Chapter 14 Assignment: Assessment Module 3
Week 5 2/24-3/3	Report Writing & Sensory Aids	Reading: Cook & Polgar (2007) Chapters 8 & 9 Assignment: Assessment Module 4 *Client Approval* (due 3/3/14)
Week 6 3/3-3/17 --------- *Spring Break* 3/10-3/16	AT Library and Internet Solution Searches & Mobility Aids	Reading: Cook & Polgar (2007) Chapters 6, 12 & 13 Assignment: Assessment Module 5 *Toy Evaluations* (due 3/13/13)
Week 7 3/17-3/24	AT Assessment Professionals & Augmentative and Cognition Systems	Reading: Cook & Polgar (2007) Chapters 10 & 11 Assignment: Assessment Module 6 *Computer Prerequisites* (due 3/17/14)

	~~ *Final AT Assessment Project Begins* ~~~~~	
Weeks 8 & 9 3/24-3/31	AT Assessment: User/Client Needs	<u>Assignment</u>: Independent field research and experience - User/Client Needs: Background Information, Observation, Interview, Goals & Objectives
Week 10 3/31-4/7	AT Assessment: Identify Potential AT Devices	<u>Assignment</u>: Instructor meeting *Device identification & Mid-Assessment Meeting* (due BEFORE 4/7/14)
Weeks 11 – 13 4/7-4/28	AT Assessment: AT Evaluation Trials, Suggestions, and Recommendations	<u>Assignment</u>: Independent field experience – Device Trials & AT Recommendations *AT Assessment Report /DRAFT* (due 4/28/14)
Week 14 4/28-5/5	AT Assessment Presentation	<u>Assignment</u>: *AT Assessment Presentation* (due 5/5/14)
Week 15 5/5-5/12	AT Assessment Report AT Presentation Review	<u>Assignment</u>: *AT Assessment FINAL Report* (due 5/12/14) *Infographic Peer Review* (due 5/12/14)