



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

Fall 2017

EDAT 410 DL1: Introduction to Assistive Technology
CRN: 72919, 3 – Credits

Instructor: Ms. Cindy George	Meeting Dates: 08/28/17 – 12/20/17
Phone: 571-230-7854	Meeting Day(s): N/A
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Office Hours: By appointment	Meeting Location: Online, Asynchronous
Office Location: Krug 105	Other Phone: 703-993-3670

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

Prerequisite(s) None
Co-requisite(s) None

Course Description

Provides an understanding of assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Presentation and exploration experiences enable students to better use assistive technology in education, work, community, and home environments. Offered by Graduate School of Education. May not be repeated for credit. Equivalent to EDIT 410.
Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Instructional Method

EDAT 410 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on Friday, 8/25/17.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Technical Expectations

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical

components of the course are expected to seek assistance from the instructor and/or College or University technical services. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.

- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Course Expectations

- **Meeting day:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. Class begins 8/28/17.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions..
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

Learner Outcomes

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

1. Complete online assignments regarding assistive technology companies, organizations, and services.
2. Review funding solutions for acquiring assistive technology.
3. Explore and integrate legislative mandates and governmental regulations related to assistive technology
4. Research and create a presentation on an assistive technology approved device of choice.

Course Relationship 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 them to meet the specific needs related assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 1: Characteristics and Needs and Standard 2: Knowledge and Skills. *NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

Required Textbooks

Bryant, D. P. & Bryant, B. R. (2012). *Assistive technology for people with disabilities*. Upper Saddle River, New York: Pearson.

Draper, Sharon M. (2010). *Out of my mind*. New York: Atheneum Books for Young Readers

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Job Accommodation Network. (2012). Workplace accommodations: Low cost, high impact. Retrieved October 29, 2012, from <http://askjan.org/media/downloads/LowCostHighImpact.pdf>

Robitaille, Suzanne (2010). How to Pay for Assistive Technology. *The illustrated guide to assistive technology and devices: Tools and gadgets for living independently*. New York: **Demos Medical**.

Robitaille, Suzanne (2010). The Future of Assistive Technology. *The illustrated guide to assistive technology and devices: Tools and gadgets for living independently*. New York: **Demos Medical**.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE and most often an EDAT course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 410, the required PBA is AT Device Category Research Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The signature assignment(s) for this class is: *AT Device Category Research Project*. Please see specific assignment description below.

Performance-based Common Assignments (No Tk20 submission required.)

There are no common assignments with other classes.

WEEKLY ASSIGNMENTS

Text Exploration (20 points)

Students are required to complete text assignments posted each week for the text: *Assistive technology for people with disabilities*.

Assignments will be posted on Blackboard and due by the specified date and time.

Fiction Reading: Out of My Mind (15 points)

Students are required to read assigned chapters and respond to Discussion Questions posted for the book title: *Out of My Mind*. A minimum of 2 responses should be made per week:

- one response directly from the question posted
- *at least* one other in response to a classmate’s posting

All responses are due by the specified date and time.

Online Learning (20 points)

Students are required to complete weekly online learning assignments. Assignments will contain multiple activities that cover content from books and materials distributed in class, websites, television shows, newspapers/magazines, etc. Assignments will be posted on Blackboard and due on the specified date and time. All activities within each week must be completed to receive credit.

FINAL ASSIGNMENTS

AT Funding Sources (15 points)

Students are to locate the Virginia state offices for Medicare, Medicaid, Social Security, and Vocational Rehabilitation **due 12/10/17**. Provide the following:

- Agency name
- Agency address
- Agency phone
- Description of agency (narrative)
- Main home page URL for agency
- Eligibility requirements for the agency's funding (narrative)

AT Device Category Research Project (30 points)

Performance Based Assessment

Students are required to select an AT Device Category of their choice and create an AT PowerPoint Presentation. Topics must be pre-approved by the instructor (**11/19/17**). (Note that AT device topics that are already in the student’s repertoire should not be selected for this project.)

The Project presentation itself it **due 12/15/17** and should include the following:

<u>Topic Approved</u> 11/19/17 ~ 3 pts ~	-3- Yes	-0- No

<p style="text-align: center;">CRITERIA</p> <p>PROJECT TOTAL (30 possible points)</p> <p>Due 12/15/17</p>	<p style="text-align: center;">-4-</p> <p style="text-align: center;">Section elements are clearly presented & valid</p>	<p style="text-align: center;">-3-</p> <p style="text-align: center;">Section elements are clear & valid with minor errors that do not disrupt understanding</p>	<p style="text-align: center;">-2-</p> <p style="text-align: center;">Section elements are clear & valid with multiple errors that impede understanding</p>	<p style="text-align: center;">-1-</p> <p style="text-align: center;">Section elements are unclear &/or invalid and show minimal understanding</p>	<p style="text-align: center;">-0-</p> <p style="text-align: center;">Section is not included</p>
<p><u>Category Overview</u></p> <p style="text-align: center;">~ 4 pts ~</p> <p>Provide a description of device category & a rationale for why it was chosen. The description should include the potential features of the device as well as its range in terms of size, cost, etc.</p>					
<p><u>User Characteristics</u></p> <p style="text-align: center;">~ 4 pts ~</p> <p>List user characteristics of individuals who would potentially benefit from access to this device category. User characteristics can be defined as disability areas or areas of human function.</p>					

<p><u>Community Support</u> ~ 4 pts ~</p> <p>Reflect on how the use of this device category potentially would impact a user within the home, school, work & outside community.</p>					
<p><u>Funding Sources</u> ~ 4 pts ~</p> <p>Locate organizational, governmental, civic funding sources appropriate for assisting in the acquisition of assistive technology within this device category. Sources should be listed to include name, contact information, and eligibility.</p>					
<p><u>Legislative Support</u> ~ 4 pts ~</p> <p>Identify a single legislative mandate or governmental regulation that supports the use of devices w/in this category. Reasons why the law was selected and how the law provides support for access to and use of should be included.</p>					

<p><u>Resources</u> ~ 4 pts ~</p> <p>Use the Internet to identify both professional & informational web resources for potential users of this device category. A listing should include the name of the source, URL, & contact information.</p>					
<p>Project Presentation Total 24 points</p>					
<p><u>Comparison Chart</u> 12/17/17 ~ 3 pts ~</p>	<p>-3- Yes</p>	<p>-0- No</p>			
<p><u>TOTAL</u> 30 possible</p>					

Course Policies and Expectations

Attendance/Participation

Students are expected to 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.

Late Work

All weekly module work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor. *Work will **not** be accepted if work is submitted a week past the due date.*

Grading Scale

Online Learning:

Session Modules will consist of Text Exploration, Fiction Reading and Online Learning. All Online Learning activities presented within each of these Session Modules **must be completed in full** to receive point credit for that Session Online Learning. Students who are asked to make a revision and resubmit will receive ½ credit unless otherwise noted. Student who are late submitting but do so within the session following the due date will also receive ½ credit. Students who do not complete all activities will **not** receive credit at all for that entire Session Online Learning.

Final assignments:

The AT Funding and the AT Device Category Research projects are outlined in the Assignments section below. Each has its own ‘topic approval’ deadline and final project due date.

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

Text Exploration Modules	20
Fiction Reading	15
AT Learning Modules	20
AT Funding Information	15
AT Device Category Research Project ...	30
TOTAL POINTS.....	100

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

> 100% = A+
95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
74-76% = C
70-73% = C-
60-69% = D
< 60% = F

***Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).**

Professional Dispositions

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Topic	Readings & Assignments
Week 1 8/28–9/3	AT Definition	<u>Reading:</u> Bryant & Bryant (2012) pages 1-11 & 23-26 Draper (2010) Chapters 1 & 2 <u>Assignment:</u> Text Exploration Online Learning
Week 2 9/5-9/10 (9/4 Labor Day)	AT History & Legislation	<u>Reading:</u> Bryant & Bryant (2012) pages 12-23 Draper (2010) Chapters 3 & 4 <u>Assignment:</u> Text Exploration Online Learning
Week 3 9/11-9/24	Independent Living: Soft-Technology	<u>Reading:</u> Bryant & Bryant (2012) pages 181-190 Draper (2010) Chapters 5 - 7 <u>Assignment:</u> Text Exploration Online Learning
Week 4 9/25-10/1	Independent Living: Electronics	<u>Reading:</u> Bryant & Bryant (2012) pages 190-201 Draper (2010) Chapters 8 - 10 <u>Assignment:</u> Text Exploration Online Learning
Week 5 10/2-10/8	Information Access: Physical	<u>Reading:</u> Bryant & Bryant (2012) pages 126-137 Draper (2010) Chapters 11 - 13 <u>Assignment:</u> Text Exploration Online Learning
Week 6 10/10-10/15 (10/9 – Columbus Day)	Information Access: Sensory	<u>Reading:</u> Bryant & Bryant (2012) pages 137-151 Robitaille (2010) Chapter 3 Draper (2010) Chapters 14 - 16 <u>Assignment:</u> Text Exploration Online Learning

	Topic	Readings & Assignments
Week 7 10/16-10/22	Speech & Communication	<u>Reading:</u> Bryant & Bryant (2012) Chapter 5 Draper (2010) Chapters 17 - 19 <u>Assignment:</u> Text Exploration Online Learning
Week 8 10/23-10/29	Academic Instruction	<u>Reading:</u> Bryant & Bryant (2012) Chapter 7 Draper (2010) Chapters 20 - 24 <u>Assignment:</u> Text Exploration Online Learning
Week 9 10/30-11/5	Mobility	<u>Reading:</u> Bryant & Bryant (2012) Chapter 4 Draper (2010) Chapters 25 - 27 <u>Assignment:</u> Text Exploration Online Learning
Week 10 11/6-11/12	Funding AT	<u>Reading:</u> Robitaille (2010) Chapter 9 Draper (2010) Chapters 28 - 30 <u>Assignment:</u> Text Exploration Online Learning Funding Information
Week 11 11/13-11/19	Accommodating the Workplace	<u>Reading:</u> Job Accommodation Network. (2012) http://askjan.org/media/downloads/LowCostHighImpact.pdf Draper (2010) Chapters 31 - 33 <u>Assignment:</u> Text Exploration Online Learning AT Device Category Research Project – Topic Approval Due 11/19/16

	Topic	Readings & Assignments
Week 12 11/20-11/26 (11/23-24 – Thanksgiving)	Assessing Use of AT	<u>Reading:</u> Bryant & Bryant (2012) Chapter 2 <u>Assignment:</u> Text Exploration Online Learning
Week 13 11/27-12/3	The Future of AT	<u>Reading:</u> Robitaille (2010) Chapter 10 <u>Assignment:</u> Text Exploration
Week 14 12/4-12/10	AT Funding Guide	<u>Assignment:</u> AT Funding Sources Due 12/10/17
Week 15 12/11-12/17	Final Presentation	AT Device Category Research Project Presentation - Due 12/15/17 Comparison Chart Due 12/17/17 Course Survey & Tk20 Submission Due 12/18/17

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Appendix

TK20 Assessment Rubric

	Assessment Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
<p>Category Overview</p> <p>AT Program Standard 1.1</p>	<p>Indicator: 1.1 Candidates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional needs.</p>	<p>Candidate fails to identify characteristics specific to those with exceptional needs as it relates to typical human development.</p>	<p>Candidate identifies some salient characteristics of those with exceptional needs as it relates to typical human development.</p>	<p>Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development.</p>
<p>Category Overview</p> <p>AT Program Standard 1.2</p>	<p>Indicator 1.2: Candidates understand how exceptional conditions can interact with the domains of human development and consider the impact of utilizing specific features of assistive technology devices and strategies to increase, maintain, or improve functional capabilities of individual with exceptional needs.</p>	<p>Candidate fails to identify specific and related features of assistive technology devices related to the selected AT category. Candidate fails to consider the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs.</p>	<p>Candidate identifies some specific and related features of assistive technology devices related to the selected AT category. Candidate's discussion of the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs is limited.</p>	<p>Candidate identifies specific and related features of assistive technology devices and considers the impact of utilizing the specified AT to increase, maintain, or improve functional capabilities of individuals with exceptional needs.</p>

	Assessment Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
<p>User Characteristics</p> <p>AT Program Standard 1.2</p>	<p>Indicator 1.2: Candidates understand how exceptional conditions can interact with the domains of human development and consider the impact of utilizing specific features of assistive technology devices and strategies to increase, maintain, or improve functional capabilities of individual with exceptional needs.</p>	<p>Candidate fails to identify characteristics of users who could benefit from the specified assistive technology.</p>	<p>Candidate identifies some characteristics of users who could benefit from the specified assistive technology.</p>	<p>Candidate identifies specific and related characteristics of users who could benefit from the specified assistive technology.</p>
<p>Funding Sources</p> <p>AT Program Standard 2.2</p>	<p>Indicator 2.2: Candidates can identify a range of funding sources and processes of acquisition of assistive technology devices and services.</p>	<p>Candidate fails to identify funding sources appropriate for assisting in the acquisition of assistive technology.</p>	<p>Candidate identifies resources but they are not specifically related to funding for the acquisition of assistive technology.</p>	<p>Candidate identifies appropriate funding sources for assisting in the acquisition of assistive technology.</p>
<p>Resources</p> <p>AT Program Standards 2.3</p>	<p>Indicator 2.3: Candidates are knowledgeable of and demonstrate proficiency in use of a range of</p>	<p>Candidate fails to identify specific and related assistive technology tools and strategy resources that</p>	<p>Candidate identifies some assistive technology tools and strategy resources that may enhance</p>	<p>Candidate identifies specific assistive technology tools and strategy resources that enhances their</p>

	Assessment Criteria	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
	assistive technology tools.	enhances their knowledge of the range of AT tools available.	their knowledge of the range of AT tools available.	knowledge of the range of AT tools available.
Community Impact AT Program Standard 1.3	Indicator 1.3: Candidates understand how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues in the delivery of assistive technology.	Candidate fails to discuss the impact assistive technology can have on individuals with exceptional needs within various cultures and communities.	Candidate provides a limited discussion on the impact assistive technology can have on individuals with exceptional needs within various cultures and communities.	Candidate discusses the impact assistive technology can have on individuals with exceptional needs within various cultures and communities.
Legislative Support AT Program Standard 2.1	Indicator 2.1: Candidates are knowledgeable of legislative mandates and governmental regulations related to technology and their implications for individuals with exceptional needs.	Candidate fails to identify legislative mandates and governmental regulation related to technology and discusses their implications for individuals with exceptional needs.	Candidate identifies some legislative mandates and governmental regulations that may be related to technology and/or they provide a limited discussion of the implications for individuals with exceptional needs.	Candidate identifies legislative mandates and governmental regulation related to technology and discusses their implications for individuals with exceptional needs.