



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

Fall 2017

EDAT 610 DL1: Designing Adapted Environments

CRN: 81191, 3 – Credits

Instructor: Ms. Cindy George	Meeting Dates: 08/28/17 – 12/20/17
Phone: 571-230-7854	Meeting Day(s): Mondays 9/18 & 12/4 ONLY
E-Mail: cgeorge4@gmu.edu	Meeting Time(s): 4:30pm – 7:10pm on the dates indicated above
Office Hours: By appointment	Meeting Location: Online
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) EDAT 510: Introduction to Assistive Technology

Co-requisite(s) None

Course Description

Provides an overview of environmental adaptations for individuals with disabilities to increase their access to community, workplace, and school activities. Covers legal issues within the ADA for adapting environments and addresses programmatic and physical access issues. Notes: Field Experience required. Offered by Graduate School of Education. May not be repeated for credit. Recommended Prerequisite: EDAT 510.

Registration Restrictions:

Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.

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 610 is a combination synchronous and asynchronous course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester. In addition, students are expected to connect in real time for synchronous class meetings on the following dates using Blackboard Collaborate.

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. In addition, there are two synchronous classes from 4:30 – 7:10 PM on 9/18 & 12/4. 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 8/28/17.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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, each of the Class Module dates will be posted within the Class Schedule. Class begins 8/30/17.
- **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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **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. Locate resources for adaptive environments.
2. Discuss the optimal layout design of an accessible workstation.
3. Apply the principals of universal design in assessing environments.
4. Conduct a functional needs assessment of an environment.
5. Design an adaptive environment within a community organization.

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 3: Assessment and Planning, Standard 4: Practical Experience, and Standard 5: Professional Practice and Collaboration *NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

Required Textbooks

There is no required text.

Recommended Textbooks

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

Required Readings

Center for Universal Design (2011). *Principles of universal design*. Retrieved from North Carolina State University Web Site: <http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79>

Institute for Human Centered Design (2011). *ADA checklist for readily available barrier removal*. (NIDRR grant number H133A060092-09A). Boston, MA: New England ADA Center. Retrieved from <http://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf>

U.S. Department of Defense (n.d.). *Workplace ergonomics reference guide 2nd edition: A publication of the computer/electronic accommodations program*. **Retrieved from** http://cap.mil/Documents/CAP_Ergo_Guide.pdf

Access Virginia: Virginia's Accessible Housing Resource <http://www.accessva.org>

U.S. Department of Housing & Urban Development (2008). *Fair housing: Equal opportunity for all*. **Retrieved from** http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf

U.S. Department of Justice (2010). *2010 ADA standards for accessible design*. **Retrieved from** http://www.ada.gov/2010ADASTandards_index.htm

Wirkus-Pallaske, M., Reed, P., & Stokes, S. (2000). *Wisconsin Assistive Technology Initiative*. Oshkosh, WI: Wisconsin Assistive Technology Initiative.

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 EDAT courses 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 610, the required PBA is Environmental Adaptation Screening 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: *Environmental Adaptation Screening Project*. Please see specific assignment description below.

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

There are no common assignments with other classes.

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research.

Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE

1. Prior to representing George Mason in off-campus settings, visit this site:

<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested.

Fields marked with * are required.

Please indicate how your placement will be arranged.* Select the following:

- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).

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Other Assignments

Modifying Modules 1 & 2 (10 points each; total 20 points)

Students must access the modifying the environment module and complete posted activities on Blackboard for Modules 1 & 2. Posted activities will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, and case study activities.

Environmental Adaptation Preparation- Notes & Plan

(Notes/Plan each =10 points; total 20 points)

Students will access the *Environmental Adaptation Preparation* presentation and submit notes taken from its content *prior to* the Synchronized class session on 9/18/17. During the synchronized session, the class will discuss the Project, prepare a Project Plan, and assigned team participants. Team members must then further develop their section and submit the specific plan as a whole during the synchronous session.

Environmental Functional Needs Review (25 points)

Students will select an environment and conduct a functional needs assessment. The assessment can be performed in a home, school, community, or workplace environment. Using principles of design, students will identify accessibility issues related specifically to three disability areas of their choice, plan a systematic approach for their resolution, and provide a visual representation of the specific environment. An observation form will be posted on Blackboard that can be modified to fit the environment observed.

Environmental Adaptation Screening Project (35 points)

(Performance Based Assessment)

Students are required to participate as a team member to complete an assistive technology screening for a community organization that services individuals with disabilities. The screening will consist of the following:

a. User Needs within Environment

Student helps the class as a whole develop the goals of the proposed AT screening using information presented by the targeted organization. The class then divides into teams; one team associated with one goal. The student assists their team in the development of specific outcome objectives associated with the assigned goal. The objectives are formulated following interviews with the organization's representatives, other organizational personnel and individuals who have disabilities and/or family members who potentially will benefit from the environmental screening.

b. Identify Assistive Technology Suggestions and Recommendations

Team members are assigned to research specific objectives. The student considers the organization's interests, preferences, and needs to research and match technologies and strategies that may prove beneficial in supporting the screening objective. Attention to technology that spans within the hierarchy of no-tech to high-tech solutions that can also be used within different settings is made. Using Blackboard's Discussion Board, the student communicates weekly with other team members to plan, research and share technology selections and rationale. A mid-semester meeting with the instructor will review student's team progress and individual student's preparedness.

c. Environmental Screening Report Writing

The environmental screening report will include the following sections:

- Community Organization Information
- Desired Goals & Objectives

- Interviews
- Observations
- Suggestions/Recommendations

The student collaborates with other team members to professionally write either the Interview or the Observation section of the final report for their team. The student individually produces their Suggestion/Recommendation section for the objective to which they are assigned. These recommendations include: a rationale for selection, description, a photo and vendor info (if applicable), and pros/cons in terms of acquisition and implementation.

- The written report will be submitted to instructor as a draft and reworked prior to its submission to the community organization. (*Draft due 12/1/16; Final due 12/10/16*)
- An oral presentation of the report will be expected of each section of the report by team members. This presentation should be supported by PowerPoint and be presented during the final synchronous class meeting (12/5/16 at 4:30 – 7:10 PM).

Tk20 & Final Survey due 12/11/16

Grading Rubric

Assignment Requirements	Points	Comments
<i>COMMUNICATION</i> (9 points)		
Mid-Semester Meeting 4 pts		
Class Communication via Blackboard 5 pts		
<i>REPORT</i> (20 points)		
Introduction of environment 3 pts		
Interview of organization professionals and clients 3 pts		
Observational summary of the environment 3 pts		
Identification of potential assistive technology solutions 4 pts		
Rationale of selection of assistive technology solutions 4 pts		
Literature to support report 3 pts		
<i>PRESENTATION</i> (6 points)		
Summary of report content & findings 2 pts		
Oral presentation of report 2 pts		
Visual presentation of report content & findings via PowerPoint 2 pts		
Total Points (out of 35 possible)		

Course Policies and Expectations

Attendance/Participation

Students are expected to actively engage in all 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

Work will not be accepted if work is submitted a week past the due date.

All work submitted late will automatically receive ½ credit unless arrangements are made in advance with the instructor.

Grading Scale

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

Modifying the Environment Module	10
Modifying the Home Environment Module.....	10
Preparation Notes & Plan.....	20
Environmental Functional Needs Review.....	25
Environmental Adaptation Screening 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

***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(s)	Readings & Assignments
Module 1 8/30 – 9/3	<p><i>Introduction to Environmental Adaptation</i></p> <ul style="list-style-type: none"> Ergonomics ADA Universal Design 	<p><u>Assignment:</u> Module 1: Modifying the Environment</p> <p><u>Readings:</u> Workplace Ergonomics Reference Guide http://cap.mil/Documents/CAP_Ergo_Guide.pdf</p> <p>2010 ADA Standards for Assessable Design http://www.ada.gov/2010ADASTandards_index.htm</p> <p>The Principles of Universal Design http://design-dev.ncsu.edu/openjournal/index.php/redlab/article/viewFile/130/79</p>
Module 2 9/5 – 9/10	<p><i>Home Modification</i></p> <ul style="list-style-type: none"> Around the Home Fair Housing 	<p>Field Experience Form with CEHD (Due 9/10/17)</p> <p><u>Assignment:</u> Module 2: Modifying the Home Environment</p> <p><u>Readings:</u> Access Virginia: Virginia’s Accessible Housing Resource http://www.accessva.org</p> <p>Fair Housing: Equal Opportunity for All http://portal.hud.gov/hudportal/documents/huddoc?id=DOC_11868.pdf</p>
Module 3 9/11 – 9/17	<p><i>Environmental Functional Needs Review</i></p>	<p><u>Assignment:</u> (Due 9/17/17)</p> <p>Environmental Adaptation Preparation: Notes (Due prior to Synchronous session at 4:30 on 9/18/17)</p>

<p style="text-align: center;">Module 4 9/18– 9/24</p>	<p><i>Environmental Assessment Introduction</i></p> <p>Final Project Preparation</p>	<p><u>Assignments:</u></p> <p>Environmental Adaptation Preparation: Notes (Due prior to Synchronous session)</p> <p>Synchronous Class Meeting: 9/18/17; 4:30 – 7:10 PM</p> <ul style="list-style-type: none"> • Weekly team communication • Project goal and objectives • General Assessment Timeline <p>Environmental Adaptation Preparation: Group Plan (Due during synchronous session on 9/24/17)</p>
<p style="text-align: center;">Module 5 9/25 – 10/15</p>	<p><i>Environmental Needs & Objectives Research</i></p>	<p><u>Work Weeks:</u></p> <ul style="list-style-type: none"> • Team communication • Assessment Interview (questions & summary) • Environmental Observation notes • Research to identify assistive technology suggestions and recommendations
<p style="text-align: center;">Module 6 10/16 – 10/23</p>	<p><i>Mid-Semester Meeting</i></p>	<p><u>Assignment:</u></p> <p>DRAFT listing: Potential Assistive Technologies</p> <p style="text-align: center;"><u>Instructor Conference</u></p>
<p style="text-align: center;">Module 7 10/24 – 11/13</p>	<p><i>Assistive Technology Research, Feature/User Matching & Recommendations</i></p>	<p><u>Work Weeks:</u></p> <ul style="list-style-type: none"> • Team communication • Interview/Observation write-up • Finalize AT device/service suggestions and recommendations/ • AT device category rationale • Specific device descriptions & Pros/Cons

Module 8 11/14 – 12/3	<i>Report Assembly</i>	<u>Assignment:</u> Environmental Adaptation Screening: Environmental Screening Report Writing <p style="text-align: center;">DRAFT (Due 12/1/17)</p>
	<i>Presentation Development</i>	Summary of report developed as PowerPoint presentation
Thanksgiving Holiday		
Module 9 12/4 – 12/18	<i>Environmental Adaptation Assessment Report & Presentation</i>	<u>Assignments:</u> Online Synchronous Session Monday, 12/4/17 4:30 – 7:00 PM <p style="text-align: center;">Oral PowerPoint Presentations (Due during final synchronous session)</p> Environmental Adaptation Screening: <p style="text-align: center;">Final Environmental Screening Report (Due 12/17/17 before noon)</p> Tk20 Submission and Final Survey <p style="text-align: center;">(Due 12/18/17)</p>

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://coursesupport.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

Assessment Rubric(s)

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Environment Needs Analysis AT Program Standards 3.4	Indicator 3.4: Candidates understand the use of multiple types of assessment information.	Candidate fails to use multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information to provide evidence of assistive technology needs.	Candidate uses multiple types of assessment information within the client's natural environment to provide evidence of assistive technology needs.
Environment Needs Analysis AT Program Standards 4.3	Indicator 4.3: Candidates develop and customize individualized technology based solutions to address exceptional needs.	Candidate fails to apply knowledge and skills to assess specific environment needs for planning the screening of assistive technology tools and strategies that may be potentially meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to assess specific environment needs for planning the screening of assistive technology tools and strategies that may be potentially meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to assess specific environment needs for planning the screening of a range of assistive technology tools and strategies within multiple environments that are meaningful and useful to individuals with exceptional needs as well as their families and community of support.
Environment Needs Analysis AT Program Standards 3.2	Indicator 3.2: Candidates identify and match appropriate technology based on	Candidate fails to identify and match appropriate assistive technology based on an	Candidates identifies and matches appropriate assistive technology based on an	Candidates identifies and matches appropriate assistive technology based on an

	Assessment Criteria	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	individual and environmental needs while also considering personal interests, preferences, values and cultural influences.	individual's interests, preferences, values, and cultural influences.	individual's interests, preferences, values, and cultural influences.	individual's interests, preferences, values, and cultural influences across environments, settings, and life span.
Environment Needs Analysis AT Program Standard 3.6	Indicator 3.6: Candidates use results of assessments in selecting assistive technology tools and strategies for individual with exceptional needs across environment and settings.	Candidate fails to use results of needs assessments to support goals and write objectives for screening an environment for appropriate technologies for individuals with exceptional needs.	Candidate uses results of assessments to support goals and write objectives for screening an environment for appropriate technology for individuals with exceptional needs.	Candidate uses results of assessments to support goals and write objectives appropriate technology for individuals with exceptional needs across environments, settings, and life span.
AT Recommendations AT Program Standard 2.4	Indicator 2.4: In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.	Candidate fails to use results of assessments to identify and match assistive technology tools developed to support individuals with exceptional needs within a specific environment.	Candidate uses results of assessments to identify and match assistive technology tools appropriate for supporting individuals with exceptional needs within a specific environment.	Candidate uses results of assessments to identify and match assistive technology tools and implementation strategies appropriate for supporting individuals with exceptional needs across environments, settings, and the life span within a specific environment.

<p>AT Recommendations</p> <p>AT Program Standard 2.3</p>	<p>Indicator 2.3: Candidates are knowledgeable of and demonstrate proficiency in use of a range of assistive technology tools.</p>	<p>Candidate fails to identify a range of AT options within the no-technology to high-technology continuum.</p>	<p>Candidate identifies a range of AT options within the no-technology to high-technology continuum.</p>	<p>Candidate identifies a range of AT options within the no-technology to high-technology continuum providing rationale and strategies that can be used across multiple environments.</p>
<p>AT Recommendations</p> <p>AT Program Standard 3.1</p>	<p>Indicator 3.1: Candidates advocate for assistive technology on individual and system change levels.</p>	<p>Candidate fails to or is limited in advocating for assistive technology on individual and system change levels.</p>	<p>Candidate advocates for assistive technology on individual and system change levels.</p>	<p>Candidate advocates for assistive technology on individual and system change levels over expanded timeframe and across environments, settings, and life span.</p>
<p>Report Writing & Presentation</p> <p>AT Program Standard 5.1</p>	<p>Indicator 5.1: Candidates promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs across a wide range of settings and based on various needs.</p>	<p>Candidate fails to promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs within a specific environment.</p>	<p>Candidate promotes and advocates for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs within a specific environment.</p>	<p>Candidate promotes and advocates the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs; expanding the benefits across a wide range of settings and based on various needs within a specific environment.</p>

<p>Report Writing & Presentation</p> <p>AT Program Standard 5.2</p>	<p>Indicator 5.2: Candidates model ethical behavior and promote professional standard.</p>	<p>Candidate fails to model ethical behavior and promote professional standards in both written and oral communication.</p>	<p>Candidate models ethical behavior and promotes professional standards in both written and oral communication.</p>	<p>Candidate models ethical behavior and promotes professional standards in both written and oral communication.</p>
<p>Team Collaboration</p> <p>AT Program Standard 5.4</p>	<p>Indicator 5.4: Candidates demonstrate skill in collaborating with individual with exceptional needs, their families and other professionals including educators, related services providers, and personnel from government and community agencies in culturally responsive ways through the assessment, selection, implementations, training, and evaluation of assistive technology tools and strategies for individuals with exceptional needs.</p>	<p>Candidate fails to collaborate effectively with individuals with exceptional needs, their families and other professionals through the assessment, selection, and recommendation of assistive technology tools to provide personalized supports for individuals with exceptional needs within a specific environment.</p>	<p>Candidate collaborates with individuals with exceptional needs, their families and other professionals through the assessment, selection, and recommendation of assistive technology tools to provide personalized supports for individuals with exceptional needs within a specific environment.</p>	<p>Candidate collaborates with individuals with exceptional needs, their families and other professionals in culturally responsive ways through the assessment, selection, and recommendation of assistive technology tools to provide personalized supports for individuals with exceptional needs within a specific environment.</p>