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

Fall 2022
EDAT 422 DL1: Assistive Technology for Individuals with Sensory Impairments
CRN: 71162, 3 – Credits

| | |
|---|---|
| **Instructor:** Elizabeth Nehrbass | **Meeting Dates:** 8/22/22 – 12/14/22 |
| **Phone: 410-808-1596** | **Meeting Day(s):** N/A |
| **E-Mail: enehrbas@gmu.edu** | **Meeting Time(s):** N/A |
| **Office Hours: Phone meeting by appointment** | **Meeting Location:** Net |
| **Office Location: NET** | **Other Phone:** N/A |

***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 overview of specific technology and resources available to enhance and improve the ability of individuals who are visually impaired/blind or hearing-impaired/deaf.

**Advising Contact Information**
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**
Are you interested in an AT minor? Submit your Minor Declaration (http://registrar.gmu.edu/wp-content/uploads/UMD.pdf), or contact the program for more information: atprog@gmu.edu.

**Course Instructional Method**
EDAT 422 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 (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 21, 2022.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

***Expectations***

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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.
- 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.
- 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.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- 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. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- 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.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

**Learner Outcomes**

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

1. Define the issues and/or cultural perspectives and background related to the hearing impaired/deaf and visually impaired/blind populations as they relate to technology.
2. Identify environmental issues related to access for individuals who have vision or hearing impairments.
3. Locate resources available for hearing impaired/deaf and visually impaired/blind populations.
4. Compare the range of technology available for individuals with sensory impairments.
5. Conduct a customized training of how to use one piece of hardware or one piece of software technology designed for individuals with a sensory impairment, their family, or a professional who works with individuals.

**Professional Standards**

This course is part of the George Mason University, School of Education, 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 to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience.
*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

**Required Texts**

Sui, Y-T. & Presley, I. (2020). *Access Technology for Blind and Low Vision Accessibility (2nd ed.)*. Louisville, KY: APH Press.

**Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

**Additional Readings**

There will be a few required additional readings found in the learning modules.

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

**VIA Performance-Based Assessment Submission Requirement**
No Required upload

***Assignments and/or Examinations***
**Sensory Device Instruction Project (30 points) – due November**
Students are required to create an instructional plan (Sensory Device Instruction Project) for training the use of a device designed for individuals who have a sensory impairment. The purpose of this plan is to introduce the use of this device to a potential user (i.e., individual with sensory impairment, their parent or other family member, or a professional working with an individual with a sensory impairment). The designated sensory device must be approved by the instructor. The plan itself must be submitted as a text document and include the following:

**a. Device Overview**
Student provides a description of the sensory device. The description should include the purpose of the device, its features, and its vendor/contact information.

**b. User Characteristics and Needs**
Student provides a rationale for selecting the user/individual(s) for which they are designing the training. The student must list the prerequisite skills as well as the needs of the individual. Consideration of diverse needs of both the user in training as well as those that may be affected by the training should be addressed.

**c. Customized Training**
Student designs a training plan customized specifically for the user. The plan should include: *goal(s)* of the 1-hour training, *objectives* for each section or topic being trained and allocated timeframe for each, a listing of training *materials, procedural steps* for the training that integrates *evidence-based strategies* and *data collection,* and additional *resources* for the user to take with them following the training.

**d. Demonstration**
Student records a 2-3 minutes video documenting a portion of the training that shows the student demonstrating the use of the sensory device. The video will accompany the Instructional Plan write-up as evidence the student has proficiency in device use.

**e. Reflection**
Student provides a reflection on the implementation of the sensory device training from both the student/instructor and the user/student perspective. The reflection will also include a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development needs that the student/trainer might require to provide additional training.

**f. Community Impact**

Student discusses the potential impact their device training could have on individuals with sensory impairments, their families, and communities across environments, settings, and life span.

***Other Assignments***

**Weekly Learning Module Activities (50 points).**

Students must access online class on Blackboard weekly and complete posted activities for all learning modules. Learning modules are divided into instructional lessons and lab activities. Lesson and lab activities may include weekly reading quizzes, PowerPoint presentations of content, Internet searches/research assignments, video exploration and viewing, community exploration, response tasks, and construction activities. All activities are due by the end of the module period (by Sunday midnight), unless otherwise specified in the learning module instructions. Each Learning Module will be worth will be worth 4 points for a total of 48 points (12 modules x4 points = 48 points). The final Module is worth 2 points for a total of 50 points.

**Assistive Technology Assessment Report (20 points) – Due October 23, 2022**

Students are required to write an AT assessment report for individuals who have a sensory impairment. The assessment will be based on an individual the student is currently working with or using a case study provided by the instructor. Assessment templates and detailed instructions will be provided on Blackboard. Specific areas to be covered in the report include:

- Background information
- Purpose of the assessment
- Recommendations in the following areas:
    - Assistive technology devices and software
    - Instructional strategies and
    - Environmental consideration

***Assignment Summary***

| | |
|---|---|
| Sensory Device Instruction Project | 30 points |
| Assistive Technology Assessment Report | 20 points |
| Learning Modules | 50 points |
| Total Points: | 100 points |

**Course Policies and Expectations**

***Attendance/Participation***

Attendance: Students must login each week at least 2 times during the module time period (Monday – Sunday) in order to complete collaborative activities within the module. Due dates for all activities will be noted for each week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

***Late Work***

Late assignments will be given a 10% cost reduction per day following the due date. Students may be given the opportunity to resubmit an assessment however, they are not eligible for full credit.

**Grading**

| Grade | Percentage |
|---|---|
| **A** | **95-100 %** |
| **A-** | **90 - 94** |
| **B+** | **87-89** |
| **B** | **83 - 86** |
| **B-** | **80 - 82** |
| **C** | **70 -79** |
| **D** | **60 -69** |
| **F** | **<60** |

***Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

**Class Schedule**

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

| Module | Topic(s) | Readings & Assignments |
|---|---|---|
| Module 1<br><br>Aug. 22 – Aug. 28 | Course Orientation & VI and HI Characteristics | **Readings:**<br>Chapter 1 (pp. 15-34)<br>Chapter 7 (pp. 243-253)<br>Appendix B Form (pp. 359-374)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 2:<br><br>Aug. 29 – Sept. 4 | Assistive Technology for Daily Living<br><br>Resources for VI & HI | **Readings:**<br>Materials provided in Module<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 3:<br><br>Sept. 5 - Sept. 11 | Technology for Communication (Deaf & Hard of Hearing) | **Readings:** Assistive Technology for Students who are Deaf or Hard of Hearing **(Chapter 13)** from Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition. Word document is in the module.<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 4:<br><br>Sept. 12 - Sept. 18 | Accessing Print Information – Visually<br>• Non-optical and optical devices<br>• Video Magnification Systems<br>• Scanning with OCR | **Readings:**<br>Chapter 2 (pp. 35-67)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 5:<br><br>Sept. 19 – Sept. 25 | Accessing Electronic Information Visually<br>• Screen Magnification<br>• Built-in Accessibility | **Readings:**<br>Chapter 2 (pp. 100-107)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 6:<br><br>Sept. 26 - Oct. 2 | Accessing Print Materials and Electronic Textbooks Auditorily<br>• Readers<br>• Audio Recordings<br>• Digital Audio Formats<br>• Reading Devices | **Readings:**<br>Chapter 2 (pp. 72-86)<br>Chapter 5 (pp. 167-204)<br>Chapter 6 (pp. 205-238)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |

| Module | Topic(s) | Readings & Assignments |
|---|---|---|
| Module 7:<br><br>Oct. 3 - Oct. 9 | Understanding an Assessment Process and Submitting Your Assessment Report Draft | **Readings:**<br>Chapter 2 (pp 61 – 72)<br>Chapter 7 (pp. 243-255)<br>Chapter 8 (pp. 257-281)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 8:<br><br>Oct. 10 – Oct. 16 | Accessing Electronic Information Auditorily and Tactually<br><br>Producing Written Communication | **Readings:**<br>Chapter 3 (pp. 108-115, 115-131)<br>Chapter 4 (pp. 133-166)<br>(Siu & Presley 2020)<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 9:<br><br>Oct 17 – Oct. 23 | Accessing Electronic Information (Screen Reading)<br><br>AT Assessment Report due Oct 23th | **Readings:**<br>Materials provided in Module<br><br>**Assignments:** Weekly Online Module Activities Posted on Blackboard<br><br>**AT Assessment Report due Oct 23th** |
| Module 10:<br><br>Oct 24- October 30 | Strategies and Best Teaching Practices | **Readings:**<br>Materials provided in Module<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Module 11:<br><br>Oct. 31 - Nov. 6 | Preparing a Technology Lesson Plan | **Readings:**<br>Materials provided in Module<br><br>**Assignment**: Weekly Online Module Activities Posted on Blackboard |
| **Module 12:**<br><br>Nov. 7 - Nov. 13 | Updates on Accessibility/Completing Your Paper<br><br>Review of Final Project Submission | **Readings:**<br>Materials provided in Module<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |

| Module | Topic(s) | Readings & Assignments |
|---|---|---|
| Module 13:<br><br>Nov. 14 – Nov 20 | Final Week of Class<br>Resources/Instruction on Submissions<br><br>Individual appointments as requested | **Readings:** Materials Provided in Module<br><br>**Assignment:** Weekly Online Module Activities Posted on Blackboard |
| Nov. 21 -Nov. 27 Thanksgiving Break | Continue work on Final Project | |
| Nov 28 – Dec. 4 | Instructional Plan due December 4, 2022 | **Assignment: Submit Final Project Instructional Plan Due December 4, 2022**<br>Course Evaluations Due |

**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: See Core Values (http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**

***Policies***

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

***Campus Resources***

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

**For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).**

**Appendix**

**Assessment Rubric(s)**

EDAT 422 Sensory Device Instructional Plan Project

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **Device Overview**<br><br>**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 identify sensory device(s) developed to provide personalized supports for individuals with sensory needs.** | **Candidate identifies and introduces sensory device(s) designed to provide personalized supports for individuals with sensory needs.** | **Candidate identifies and reviews sensory device(s) designed to provide personalized supports for individuals with sesnory needs across environments, settings, and the life span.** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **User Characteristics and Needs**<br><br>**AT Program Standard 1.1** | **Indicator: 1.1 Candidates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional needs.** | **Candidate fails to identify characteristics specific to those with exceptional needs as it relates to typical human development.** | **Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development.** | **Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development across environments, settings, and life span.** |
| **User Characteristics and Needs**<br><br>**AT Program Standard 1.2** | **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.** | **Candidate fails to identify specific and related characteristics of users who could benefit from specified sensory device(s)** | **Candidate identifies specific characteristics of users who could benefit from the specified sensory device(s).** | **Candidate identifies specific characteristics of users who could benefit from specified sensory device(s) based on their understanding of exceptional conditions or other human factors.** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **User Characteristics and Needs**<br><br>**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 consider how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of sensory device(s).** | **Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of the sensory device(s).** | **Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of the sensory device(s).** |
| **Customized Training Plan**<br><br>**AT Program Standards 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 identify and match an appropriate sensory device(s) based on individual and environmental needs.** | **Candidate identifies and matches an sensory device(s) to potential users based on individual and environmental needs.** | **Candidate identifies and matches an appropriate sensory device(s) to potential users based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences.** |
| **Customized Training Plan** | **Indicator2.4: In conjunction, candidates possess a** | **Candidate fails to utilize evidence-based strategies to** | **Candidate utilizes evidence-based strategies to** | **Candidate utilizes evidence-based strategies to** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **AT Program Standards 2.4** | **repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span.** | **develop personalized supports for individuals with exceptional needs.** | **customize supports for individuals with exceptional needs.** | **customize supports for individuals with exceptional needs across environments, settings, and the life span.** |
| **Customized Training Plan**<br><br>**AT Program Standards 3.3** | **Indicator 3.3: Candidates identify placement of devices and positioning of the individual to optimize the use of assistive technology.** | **If applicable, Candidate does not identify physical placement of device(s) and positioning of the individual to optimize the use of the sensory device(s).** | **If applicable, candidate identifies the physical placement of device(s) and positioning of the individual to optimize the use of the sensory device(s).** | **If applicable, candidate identifies the physical placement of devices and positioning of the individual to optimize the use of the sensory device.** |
| **Customized Training Plan**<br><br>**AT Program Standards 3.7** | **Indicator 3.7: Candidates develop and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed.** | **Candidate fails to develop and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the sensory device(s) as needed.** | **Candidate develops and reports a plan to implement the use of the sensory device(s) and monitor its outcomes; considering the possibility for needing adjustments and reevaluation.** | **Candidate develops and reports a plan to implement the use of the sensory device(s) and monitor its outcomes; considering the potential for needing adjustments and reevaluation.** |
| **Customized Training** | **Indicator 4.1: Candidates** | **Candidate fails to apply** | **Candidate applies** | **Candidate applies** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| **Implementation**<br><br>**AT Program Standard 4.1 and 4.2** | **apply knowledge and skills to identify user needs and customize assistive technology tools and strategies that are meaningful and useful.**<br><br>**Indicator 4.2: Candidates provide customized assistive technology training services to individuals with exceptional needs, their families, and/ or their community of support.** | **knowledge and skills to identify specific user/trainee needs, develop, and customize sensory devices and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.** | **knowledge and skills to identify user/trainee needs to develop, customize and present the use of the sensory device(s) and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.** | **knowledge and skills to identify user/trainee needs to develop, customize and present a range of sensory devices and strategies that are meaningful and useful to individuals with exceptional needs as well as their families, and community of support.** |
| **Demonstration**<br><br>**AT Program Standard 2.3** | **Indicator 2.3: Candidates are knowledgeable of and demonstrate proficiency in use of a range of assistive technology tools.** | **Candidate does not demonstrate knowledge and proficiency in the use of sensory device(s).** | **Candidate is knowledgeable of and demonstrates proficiency in use of sensory device(s).** | **Candidate is knowledgeable of and demonstrates proficiency in use of a range of sensory devices as well as evidence-based strategies to develop** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | | | | **customized supports.** |
| **Reflection**<br><br>**AT Program Standard 5.1** | **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.** | **Candidate fails to promote and advocate for the benefits of continued implementation of sensory devices and strategies for individuals with exceptional needs.** | **Candidate promotes and advocates for the benefits of continued implementation of sensory devices and strategies for individuals with exceptional needs.** | **Candidate promotes and advocates for the benefits of continued implementation of sensory devices and strategies for individuals with exceptional needs across a wide range of settings and based on various needs.** |
| **Reflection**<br><br>**AT Program Standards 2.5 and 5.3** | **Indicator 2.5: Candidates continuously broaden and deepen their professional knowledge, and expand their expertise with assistive technology tools and strategies.**<br><br>**Indicator 5.3: Candidates prepare for ongoing professional development to acquire knowledge and** | **Candidate fails to identify specific and relevant professional development opportunities to acquire knowledge and skills about new developments in sensory devices.** | **Candidate identifies potential professional development opportunities to acquire knowledge and skills about new developments in sensory devices.** | **Candidate identifies potential professional development to acquire knowledge and skills about new developments in sensory devices, which may include participation in activities of professional organizations relevant to the field of assistive technology.** |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | **skills about new developments in assistive technology, which may include participation in activities of professional organizations relevant to the field of assistive technology.** | | | |