

**George Mason University**  
Assistive Technology Certificate Program  
Kellar Institute for Human disabilities  
Spring 2013

**EDSE/EDIT 524: Assistive Technology for Individuals with Learning Disabilities**

**Schedule**

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This course meets from January 28 – March 28 via the Internet  
Practicum: Due March 25

**Instructor**

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**Course Description**

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**EDIT/EDSE 524 Assistive Technology for Individuals with Learning Disabilities**

**(2:2:0).** Focuses on strategies and techniques for implementing software and other technologies in the lives of individuals with learning disabilities from ages 3 to adult. Students have the opportunity to develop and implement plans for assistive technology. A practicum is required as part of this course. Knowledge and awareness components of this course may be delivered via distance education.

**Course Objectives**

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At the completion of the course students will:

1. define major issues and concerns for individuals with learning disabilities.
2. explore techniques for self-empowerment and self-advocacy.
3. identify tools and strategies that can be used in the academic curriculum.
4. identify tools and strategies that can be used in the workplace.
5. teach and monitor the use of assistive technology software and hardware appropriate for students with learning problems.
6. analyze student needs, plan lessons, and write summary reports (including goals and objectives).

## **Relationship of Course to Program Goals and Professional Organizations**

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This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

## **GMU Policies and Resources for Students**

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- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

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

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

## GSE Expectations

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The Graduate School of Education (GSE) expects that all students abide by the following:

- Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) 703/993-2387). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <Http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing at the beginning of the course. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the ODS.

It is recommended that students retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

### TaskStream Submission

TaskStream ([www.taskstream.com](http://www.taskstream.com)) is an electronic portfolio and assessment management tool that the Assistive Technology program is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course IS REQUIRED to upload and submit the signature assignment to TaskStream for evaluation by the end of the semester. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Directions for creating an account in TaskStream and submitting assignments are available on Blackboard.

The signature assignment(s) for this class is: Implementation Project

**Required Monograph:** Learning Disabilities and Assistive Technology – Learning Tools Across the Curriculum

Order from: <http://www.tamcec.org/publications/monographs/>

## Websites

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National Assistive Technology Research Institute  
<http://natri.uky.edu/natinfo/mission.html>

LD Online  
<http://www.ldonline.com>

LD Resources  
<http://www.ldresources.org/index.php>

Misunderstood minds  
<http://www.pbs.org/wgbh/misunderstoodminds/writing.html>

Reading Rockets  
<http://www.readingrockets.org/helping/target>

Assistive Technology Training Online Project  
<http://atto.buffalo.edu/>

TTAC Online  
<http://www.ttaonline.org/>

Premier Software  
<http://www.premier-programming.com/>

CAST  
<http://cast.org>

CITEd (Center for Implementing Technology in Education)  
[www.cited.org](http://www.cited.org)

Encyclopedia of Assistive Technology  
<http://www.at-video-tutorials.com/>

Teaching LD  
<http://teachingld.org/>

International Dyslexia Association  
<http://www.interdys.org/>

Council for Learning Disabilities  
<http://www.cldinternational.org/Index.asp>

## Course Outline

### **Module 1: Common Tools for Adapting and Enhancing the Curriculum**

**Monday, January 28**

- ✚ Review websites
- ✚ Concepts and issues for individuals with learning disabilities
- ✚ Common Tools for Adapting and Enhancing the Curriculum

### **Module 2: Writing Skills**

**Monday, February 4**

- ✚ Defining and analyzing the writing process for individuals with learning disabilities
- ✚ Exploration of writing software
  - Talking Word Processors
  - Word Prediction Software
  - Portable Word Processors
  - Writing/ Organizing Software
  - Graphics Based Word Processors
  - Speech Recognition
- ✚ Turn in Practicum ideas

### **Module 3: Math Skills**

**Monday, February 11**

- ✚ Defining and analyzing basic math operations and problem-solving for individuals with learning disabilities
- ✚ Exploration of supportive math software and math websites
- ✚ Misunderstood Minds website activities

### **Module 4: Reading Skills**

**Monday, February 18**

- ✚ Defining and analyzing the reading process for individuals with learning disabilities
- ✚ Literacy PowerPoint
- ✚ Accessible Instructional Materials
- ✚ Software exploration

### **Module 5: Adapting Books and Materials**

**Monday, February 25**

- ✚ Making Books
- ✚ Electronic Books using PowerPoint
- ✚ Using Digital Photography and PhotoStory 3

### **Final Project: Practicum Experiences**

**Due: Monday, March 25**

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## **Course Requirements**

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### **ASSIGNMENT 1: Module Learning Activities (60 points)**

This course is divided into learning modules. Each module lasts one week. Within Module One through Five, students will complete a set of learning activities. These activities include class lectures, course readings, website reviews, software explorations, and personal reflections. Students are expected to summarize, analyze, evaluate, and reflect on the presented course material. Assignments include posting reflections to various forums on the Discussion Board as well as submitting written assignments through the Upload Assignment Link on Blackboard. Module Learning Activity assignments are graded on a 1 point, 5 point, or a 10 point scale for a total of 60 points. The number and type of assignments vary within each module. A complete description of the Module Learning Activities including expectations and the point scale of the graded assignments for that module is posted within each Module section on the Blackboard course site..

***Due on: February 4, 11, 18, 25 and March 4***

### **ASSIGNMENT 2: Learning Disabilities Implementation Project (40 points)**

Your assignment is to locate appropriate assistive technologies, learn how to use them, and implement and evaluate them for a user with learning disabilities. You will follow the Assistive Technology Evaluation Guide and address all points listed. You may work with a person that you know who has a learning disability, work with an AT Specialist in a local school system or work with a student with learning disabilities in your school system.

Your project will include:

A four to six page paper which includes:

- A summary of the project
- Research that you did on type of software/hardware and specific software/hardware literature
- Background information on the user & areas of concern
- Strategies, materials, equipment and technology tools already used to address the concern
- Assistive Technology Recommendations/ Accommodations/Device selection & rationale
- Assistive Technology Evaluation Criteria
- Assistive Technology Evaluation Guide (on Blackboard)

***Project Due: Monday, March 25***

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 Rubric for Learning Disabilities Implementation Project
 

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<b>LD Implementation Project</b>	<u>No Evidence</u>	<u>Little Evidence</u>	<u>Inconsistent Evidence</u>	<u>Good Evidence</u>	<u>Exemplar Evidence</u>
<b>Summary of the project</b>	Not attempted	The summary is not explicit	The summary contains vague or undocumented information	The summary contains <i>generally</i> stated and documented information	The summary contains specific and detailed documented information
Grade points	0 points	1 point	2 points	3-4 points	5 points
<b>Research on Software/Hardware</b>	Not attempted	The research on software/hardware is not explicit.	The research on software/hardware is limited.	The project contains <i>generally</i> stated research on specific software/hardware for students with learning disabilities.	There is specific, detailed and relevant research offered on specific software/hardware for students with learning disabilities.
Grade points	0 points	0 points	< 8 points	8-9 points	10 points
<b>Background on User and Areas of Concern</b>	Not attempted	The background on user and areas of concern are not explicit	The project contains limited background on the user or area of concern.	The project contains some background on the user or area of concern but more detail is needed.	The project contains outstanding background on the user and the area of concern.
Grade points	0 points	1 point	2 points	3-4 points	5 points
<b>Strategies, materials, equipment and technology tools already used to address the concern</b>	Not attempted	The background on user and areas of concern are not explicit	The project contains limited strategies, materials, equipment and technology tools already used to address the concern	The project contains some strategies, materials, equipment and technology tools already used to address the concern but more detail is needed.	The project contains numerous strategies, materials, equipment and technology tools already used to address the concern
Grade points	0 points	1 point	2 points	3-4 points	5 points
<b>Assistive Technology Recommendations/ Accommodations/Device selection &amp; rationale</b>	Not attempted	The recommendations, accommodations, and device selection and rationale are not explicit	The project contains limited assistive technology recommendations, accommodations, device selections and rationale	The project contains some assistive technology recommendations, accommodations, device selections and rationale but more detail is needed.	The project contains numerous quality assistive technology recommendations, accommodations, device selections and rationale.
Grade points	0 points	1 point	2 points	3-4 points	5 points
<b>Assistive Technology Evaluation Criteria</b>	Not attempted	The criteria for evaluating the effectiveness of the assistive technology is not explicit	The project contains limited assistive technology evaluation criteria	The project contains some assistive technology evaluation criteria but more detail is needed.	The project contains outstanding evaluation criteria
Grade points	0 points	1 point	2 points	3-4 points	5 points
<b>Assistive Technology Evaluation Guide (on Blackboard)</b>	Not attempted	The information on the assistive technology evaluation guide is not explicit.	The information on the assistive technology evaluation guide is limited.	There is some information on the assistive technology evaluation guide but more detail is needed.	The information on the assistive technology evaluation guide is outstanding.
Grade points	0 points	1 point	2 points	3-4 points	5 points

**Grading Scale**

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<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C</b>	<b>F</b>
95-100	90-94	88-89	85-87	80-84	70-79	<70