

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

Fall 2023 EDSE 522 DL1: Assistive Technology for Individuals with Sensory Impairments Section: DL1; CRN: 70763 Section: 6V1; CRN: 84413 Section: 6Y1; CRN: 84418 3 – Credits

Instructor: Elizabeth Nehrbass	Meeting Dates: 8/21/23 – 12/13/23
Phone: 410-808-1596	Meeting Day(s): N/A
E-Mail: enehrbas@gmu.edu	Meeting Time(s): N/A
Office Hours: Phone meeting by	Meeting Location: N/A; Online
appointment	
Office Location: N/A	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. Field experience may be required.

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 familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: https://careers.gmu.edu/.

Course Instructional Method

EDAT 522 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, 2023

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: <u>Browser support</u> (<u>https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support</u>)
- 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:
 - o <u>Adobe Acrobat Reader</u>: <u>https://get.adobe.com/reader/</u>
 - <u>Windows Media Player</u>:

https://support.microsoft.com/en-us/help/14209/get-windows-media-player

• <u>Apple Quick Time Player</u>: <u>www.apple.com/quicktime/download/</u>

Expectations

• Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on **Monday** and finish on **Sunday**.

• 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 two 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 oneon-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.). <u>https://doi.org/10.1037/0000165-000</u>

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

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 EDAT course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (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 VIA/SLL.

For EDAT 522, the required PBA is Sensory Device Instruction Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

Sensory Device Instructional Project (30 points) – Due December 3, 2023

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.

College Wide Common Assessment (VIA submission required) N/A

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, 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 22, 2023

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
 - o Environmental consideration

Assignment Summary

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

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

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
Α	95-100 %
A-	90 - 94
B +	87-89
В	83 - 86
B-	80 - 82
С	70 -79
F	<70

*Note: The George Mason University Honor Code will be strictly enforced. See <u>Academic</u> Integrity Site (https://oai.gmu.edu/) and <u>Honor Code and System</u> (<u>https://catalog.gmu.edu/policies/honor-code-system/</u>). 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 <u>Policies</u> <u>and Procedures (https://cehd.gmu.edu/students/policies-procedures/)</u>.

Class Schedule

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

Module	Topic(s)	Readings & Assignments
Module 1 Aug. 21 – Aug. 27	Course Orientation & VI and HI Characteristics	Readings: Chapter 1 and 7 Appendix B: Access Technology Evaluation Checklist (Siu & Presley 2020) Assignment: Weekly Online Module
Module 2: Aug. 28 – Sept. 3	Assistive Technology for Daily Living Resources for VI & HI	Activities Posted on Blackboard Readings: Materials provided in Module Assignment: Weekly Online Module
Module 3:	Technology for Communication (Deaf & Hard of Hearing)	Activities Posted on Blackboard Readings: Assistive Technology for Students who are Deaf or Hard of Hearing
Sept. 4 - Sept. 10		(Chapter 13) from Assessing Students' Needs for Assistive Technology (ASNAT) 5th Edition. Word document is in the module. Assignment: Weekly Online Module Activities Posted on Blackboard
Module 4: Sept. 11 - Sept. 17	 Accessing Print Information – Visually Non-optical and optical devices Video Magnification Systems Scanning with OCR 	Readings: Chapter 2 (Siu & Presley 2020) Assignment: Weekly Online Module Activities Posted on Blackboard
Module 5: Sept. 18 – Sept. 24	 Accessing Electronic Information Visually Screen Magnification Built-in Accessibility 	Readings: Chapter 2 (Siu & Presley 2020) Assignment: Weekly Online Module Activities Posted on Blackboard

Module	Topic(s)	Readings & Assignments
Module 6: Sept. 25 - Oct. 1	 Accessing Print Materials and Electronic Textbooks Auditorily Readers Audio Recordings Digital Audio Formats Reading Devices 	Readings: Chapters 2, 5, 6 (Siu & Presley 2020) Assignment: Weekly Online Module Activities Posted on Blackboard
Module 7: Oct. 2 - Oct. 8	Understanding an Assessment Process and Submitting Your Assessment Report Draft	Readings: Chapters 2, 7, 8 (Siu & Presley 2020) Assignment: Weekly Online Module Activities Posted on Blackboard
Module 8: Oct. 9 – Oct. 15	Accessing Electronic Information Auditorily and Tactually Producing Written Communication	Readings: Chapters 3 and 4 (Siu & Presley 2020) Assignment: Weekly Online Module Activities Posted on Blackboard
Module 9: Oct 16 – Oct. 22	Accessing Electronic Information (Screen Reading)	Readings: Materials provided in Module Assignments: Weekly Online Module Activities Posted on Blackboard AT Assessment Report due October 22, 2023
Module 10: Oct 23- October 29	Strategies and Best Teaching Practices	Readings: Materials provided in Module Assignment: Weekly Online Module Activities Posted on Blackboard
Module 11: Oct. 30 - Nov. 5	Preparing a Technology Lesson Plan	Readings: Materials provided in Module Assignment : Weekly Online Module Activities Posted on Blackboard

Module	Topic(s)	Readings & Assignments
Module 12:	Updates on Accessibility/Completing Your Paper	Readings: Materials provided in Module
Nov. 6 - Nov. 12	Review of Final Project Submission	Assignment: Weekly Online Module Activities Posted on Blackboard
Module 13:	Final Week of Class Resources/Instruction on Submissions	Readings: Materials Provided in Module
Nov. 13 – Nov 19	Individual appointments as requested	Assignment: Weekly Online Module Activities Posted on Blackboard
Nov.20 -Nov. 26 Thanksgiving Break	Continue work on Final Project	
Nov 27 – Dec. 3	Instructional Plan due December 4, 2022	Assignment: Submit Final: Sensory Device Instructional Project Due December 3, 2023 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 <u>Core Values</u> (<u>http://cehd.gmu.edu/values/)</u>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See <u>Honor Code and</u> <u>System (https://catalog.gmu.edu/policies/honor-code-system/)</u>.
- Students must follow the university policy for Responsible Use of Computing. See <u>Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)</u>.
- 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 <u>Disability Services (https://ds.gmu.edu/</u>).

• 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 <u>viahelp@gmu.edu</u> or <u>https://cehd.gmu.edu/aero/assessments</u>.
- Questions or concerns regarding use of Blackboard should be directed to <u>Blackboard</u> <u>Instructional Technology Support for Students (https://its.gmu.edu/knowledgebase/blackboard-instructional-technology-support-for-students/)</u>.
- Learning Services (learningservices@gmu.edu) Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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 <u>University Policy 1202</u>. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the <u>Student</u> <u>Support and Advocacy Center (SSAC)</u> at 703-380-1434 or <u>Counseling and Psychological</u> <u>Services (CAPS)</u> 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 <u>titleix@gmu.edu</u>.

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

Appendix

Assessment Rubric(s)

EDAT 522 Sensory Device Instructional Plan Project

	Assessment	Does Not Meet	Meets	Exceeds
	Criteria	Expectations	Expectations	Expectations
Device	Indicator 2.4:	Candidate fails	Candidate	Candidate
Overview	In conjunction,	to identify	identifies and	identifies and
	candidates	sensory	introduces	reviews sensory
	possess a	device(s)	sensory	device(s)

	Assessment	Does Not Meet	Meets	Exceeds
	Criteria	Expectations	Expectations	Expectations
AT Program	repertoire of	developed to	device(s)	designed to
Standard 2.4	evidences-based	provide	designed to	provide
	strategies to	personalized	provide	personalized
	develop	supports for	personalized	supports for
	personalized	individuals with	supports for	individuals with
	supports for	sensory needs.	individuals with	sesnory needs
	individuals with	•	sensory needs.	across
	exceptional		L L	environments,
	needs across			settings, and
	environments,			the life span.
	settings, and			-
	the life span.			
User	Indicator: 1.1	Candidate fails	Candidate	Candidate
Characteristics	Candidates	to identify	identifies	identifies
and Needs	understand the	characteristics	salient	salient
	similarities and	specific to those	characteristics	characteristics
AT Program	differences in	with	of those with	of those with
Standard 1.1	human	exceptional	exceptional	exceptional
	development	needs as it	needs as it	needs as it
	and the	relates to	relates to	relates to
	characteristics	typical human	typical human	typical human
	between and	development.	development.	development
	among			across
	individuals with			environments,
	and without			settings, and
	exceptional			life span.
	needs.			
User	Indicator 1.2:	Candidate fails	Candidate	Candidate
Characteristics	Candidates	to identify	identifies	identifies
and Needs	understand	specific and	specific	specific
	how exceptional	related	characteristics	characteristics
AT Program	conditions can	characteristics	of users who	of users who
Standard 1.2	interact with	of users who	could benefit	could benefit
	the domains of	could benefit	from the	from specified
	human	from specified	specified	sensory
	development	sensory	sensory	device(s) based
	and consider	device(s)	device(s).	on their
	the impact of			understanding
	utilizing			of exceptional
	specific features			conditions or
	of assistive			

	Assessment	Does Not Meet	Meets	Exceeds
	Criteria	Expectations	Expectations	Expectations
	technology	-	-	other human
	devices and			factors.
	strategies to			
	increase,			
	maintain, or			
	improve			
	functional			
	capabilities of			
	individual with			
	exceptional			
	needs.			
User	Indicator 1.3:	Candidate fails	Candidate	Candidate
Characteristics	Candidates	to consider how	considers how	considers how
and Needs	understand	issues of human	issues of human	issues of human
	how issues of	diversity can	diversity can	diversity can
AT Program	human	impact	impact	impact
Standard 1.3	diversity can	individuals,	individuals,	individuals,
	impact	families,	families,	families,
	individuals,	communities,	communities,	communities,
	families,	and cultures,	and cultures,	and cultures,
	communities,	and how these	and how these	and how these
	and cultures,	complex human	complex human	complex human
	and how these	issues can	issues can	issues can
	complex human	interact with	interact with	interact with
	issues in the	issues in the	issues in the	issues in the
	delivery of	delivery of	delivery of the	delivery of the
	assistive	sensory	sensory	sensory
	technology.	device(s).	device(s).	device(s).
Customized	Indicator 2.4:	Candidate fails	Candidate	Candidate
Training Plan	In conjunction,	to identify and	identifies and	identifies and
	candidates	match an	matches an	matches an
AT Program	possess a	appropriate	sensory	appropriate
Standards 2.4	repertoire of	sensory	device(s) to	sensory
	evidences-based	device(s) based	potential users	device(s) to
	strategies to	on individual	based on	potential users
	develop	and	individual and	based on
	personalized	environmental	environmental	individual and
	supports for	needs.	needs.	environmental
	individuals with			needs while also
	exceptional			considering
	needs across			personal

	Assessment	Does Not Meet	Meets	Exceeds
	Criteria	Expectations	Expectations	Expectations
	environments,			interests,
	settings, and			preferences,
	the life span.			values and
				cultural
				influences.
Customized	Indicator2.4: In	Candidate fails	Candidate	Candidate
Training Plan	conjunction,	to utilize	utilizes	utilizes
	candidates	evidence-based	evidence-based	evidence-based
AT Program	possess a	strategies to	strategies to	strategies to
Standards 2.4	repertoire of	develop	customize	customize
	evidences-based	personalized	supports for	supports for
	strategies to	supports for	individuals with	individuals with
	develop	individuals with	exceptional	exceptional
	personalized	exceptional	needs.	needs across
	supports for	needs.		environments,
	individuals with			settings, and
	exceptional			the life span.
	needs across			
	environments,			
	settings, and			
~	the life span.			
Customized	Indicator 3.3:	If applicable,	If applicable,	If applicable,
Training Plan	Candidates	Candidate does	candidate	candidate
	identify	not identify	identifies the	identifies the
AT Program	placement of	physical	physical	physical
Standards 3.3	devices and	placement of	placement of	placement of
	positioning of	device(s) and	device(s) and	devices and
	the individual	positioning of the individual	positioning of the individual	positioning of the individual
	to optimize the use of assistive			
		to optimize the use of the	to optimize the use of the	to optimize the use of the
	technology.		sensory	sensory device.
		sensory device(s).	device(s).	schsuly utvitte.
Customized	Indicator 3.7:	Candidate fails	Candidate	Candidate
Training Plan	Candidates	to develop and	develops and	develops and
_ · · · · · · · · · · · · · · · · · · ·	develop and	report plans to	reports a plan	reports a plan
AT Program	report plans to	implement and	to implement	to implement
Standards 3.7	implement and	monitor	the use of the	the use of the
	monitor	outcomes of	sensory	sensory
			Selfor J	sensor y

CriteriaExpectationsExpectationsExpectationsoutcomes of interventions and reevaluate and adjust the system as needed.interventions and reevaluate and adjust the sensory device(s) as needed.device(s) and monitor its considering the possibility for needing adjustments and reevaluation.device(s) and monitor its outcomes; considering the possibility for needing adjustments and reevaluation.device(s) and monitor its outcomes; considering the possibility for needing adjustments and reevaluation.Customized Training Implementation AT Program Standard 4.1 and 4.2Indicator 4.1: Candidates to identify user/trainee needs and skills to identify user/trainee needs to develop, and customize and strategies that are meaningful and useful.Candidate to identify user/trainee needs to develop, customize and strategies that are meaningful and useful.Candidate specific needs to needs to develop, customize and strategies that are meaningful and useful.Strategies that are families, and/or their customized technology topic support.Strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.Strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.Strategies that are meaningful and useful to individuals with exceptional needs to individuals with exceptional needs, their families, and/or their families, and/or their <th></th> <th>Assessment</th> <th>Does Not Meet</th> <th>Meets</th> <th>Exceeds</th>		Assessment	Does Not Meet	Meets	Exceeds
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	Assessment	Does Not Meet	Meets	Exceeds
	Criteria	Expectations	Expectations	Expectations
Demonstration	Indicator 2.3:	Candidate does	Candidate is	Candidate is
	Candidates are	not	knowledgeable	knowledgeable
AT Program	knowledgeable	demonstrate	of and	of and
Standard 2.3	of and	knowledge and	demonstrates	demonstrates
	demonstrate	proficiency in	proficiency in	proficiency in
	proficiency in	the use of	use of sensory	use of a range
	use of a range	sensory	device(s).	of sensory
	of assistive	device(s).	uevice(s).	devices as well
	technology	uevice(s):		as evidence-
	tools.			based strategies
	10013.			to develop
				customized
				supports.
Reflection	Indicator 5.1:	Candidate fails	Candidate	Candidate
i i i i i i i i i i i i i i i i i i i	Candidates	to promote and	promotes and	promotes and
AT Program	promote and	advocate for	advocates for	advocates for
Standard 5.1	advocate for	the benefits of	the benefits of	the benefits of
Stundar a Str	the benefits of	continued	continued	continued
	continued	implementation	implementation	implementation
	implementation	of sensory	of sensory	of sensory
	of assistive	devices and	devices and	devices and
	technology tools	strategies for	strategies for	strategies for
	and strategies	individuals with	individuals with	individuals with
	for individuals	exceptional	exceptional	exceptional
	with	needs.	needs.	needs across a
	exceptional			wide range of
	needs across a			settings and
	wide range of			based on
	settings and			various needs.
	based on			
	various needs.			
Reflection	Indicator 2.5:	Candidate fails	Candidate	Candidate
	Candidates	to identify	identifies	identifies
AT Program	continuously	specific and	potential	potential
Standards 2.5	broaden and	relevant	professional	professional
and 5.3	deepen their	professional	development	development to
	professional	development	opportunities to	acquire
	knowledge, and	opportunities to	acquire	knowledge and
	expand their	acquire	knowledge and	skills about new
	expertise with	knowledge and	skills about new	developments
	assistive	skills about new	developments	in sensory

Assessment	Does Not Meet	Meets	Exceeds
Criteria	Expectations	Expectations	Expectations
technology tools	developments	in sensory	devices, which
and strategies.	in sensory	devices.	may include
	devices.		participation in
Indicator 5.3:			activities of
Candidates			professional
prepare for			organizations
ongoing			relevant to the
professional			field of assistive
development to			technology.
acquire			
knowledge and			
skills about new			
developments			
in assistive			
technology,			
which may			
include			
participation in			
activities of			
professional			
organizations			
relevant to the			
field of assistive			
technology.			