**Syllabus**

A 2 week self-paced online course

# Course Title: Assistive Technology

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"Assistive Technology"** is made up of 2 modules, each containing video segments, readings, lectures, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

This tutorial uses the text *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, which is available on Amazon.

**COMPLETION REQUIREMENTS:**

Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Sacks and Zatta, Eds. *Keys to Educational Success:  Teaching Students with Visual Impairments and Multiple Disabilities*, AFB Press.

Additional required readings are provided through the learning platform. Additional suggested reading is optional.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will define:

* Describe what no-tech, low-tech, and high-tech mean
* Indicate what each letter of SETT means and describe each part of the assessment examines

**Skill**: As a result of the learning experiences in the course, you will be able to:

* Describe the process of assistive technology assessment
* List and describe (assistive technology) tools for teaching specific content areas

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Describe the challenges and benefits of using assistive technology devices (for all students)

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Describe use of assistive tech for teaching organization and other pre-academic skills

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

Session 1: Assistive Technology Assessment

**Session Goals:**

Upon completion of this session, participants will:

* Describe what no-tech, low-tech, and high-tech mean
* Describe the challenges of using assistive technology devices (for all students)
* Describe the process of assistive technology assessment
* Indicate what each letter of SETT means and describe each part of the assessment examines

*Pre- and Post-Quizzes*

*Video:* Assistive Technology Assessments

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 416-423

Assistive Technology Assessment for Students Who Are Blind or Visually Impaired

*Assignment:*  use the SETT framework to prepare for an AT assessment

**Session 2: Assistive Technology for Students with Visual and Multiple Disabilities**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* List and describe (assistive technology) tools for teaching cause and effect
* Identify tools, including apps, specifically designed for students with visual impairments
* List and describe (assistive technology) tools for teaching choice making
* List and describe (assistive technology) tools for teaching sensory efficiency skills
* Describe use of assistive tech for teaching organization and other pre-academic skills
* List and describe (assistive technology) tools for teaching literacy skills
* List and describe (assistive technology) tools for teaching numeracy

*Pre- and Post-Quizzes*

*Video:* Assistive Technology collection

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 423- 450

Assistive Technology for Students with Multiple Disabilities

*Assignment:* Create a resource file of tools for teaching students with visual and multiple impairments