FIU FLORIDA INTERNATIONAL UNIVERSITY

Syllabus
Assistive and Instructional Technology and Alternate/Augmentative Systems for Students with Autism
1148-EEX5767VC1148-90941

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GENERAL INFORMATION

PROFESSOR INFORMATION

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COURSE DESCRIPTION AND PURPOSE

This is one of the four courses related to the education of students with autism spectrum disorders (ASD). This course is designed to meet the following specific state requirements: a) Students understand the use of assistive and instructional technology; and natural, alternative, and augmentative communication systems for students with autism; and b) Field-based experience with students with autism (20 hours of fieldwork experience). The course is divided into two components 1) exploring research and strategies used in integrating technology in the classroom for students with autism, and 2) strategies and procedures to develop appropriate alternative/augmentative communication systems for use by students with ASD.

COURSE OBJECTIVES

Upon completion of this course, students will have an understanding of the following:

1. The laws that impact the use of instructional technology with students with disabilities including those with autism.
2. The legal definition of assistive technology within federal regulations (IDEA 2004) and the definitions of assistive devices and services.
3. Identify and describe communication needs for students with autism in general and specific needs of individual students.
4. Identify and describe various communication assessment tools used with students with autism.
5. Examine various alternative/augmentative communication systems used in working with students with autism.
6. Adapt instruction using the concepts of UDL so that students with autism can gain access.
7. Identify and use a variety of assistive technology devices and services to maximize learning for students with autism.
8. Identify and describe various methods to determine which assistive technology or communication device is warranted.
9. Identify important criteria and considerations when selecting technology for instruction.
10. Aware of and knows when and how to use a variety of modifications to the classroom computer.
11. Develop skills in using a variety of educational software programs that assist students with autism.
12. Create lessons using a variety of instructional software.
13. Able to determine assistive technology, which enable children with autism to participate in an inclusive setting.
14. Develop a classroom plan that integrates the use of alternative/augmentative communication systems and assistive/instructional technologies into the curriculum

COE CONCEPTUAL FRAMEWORK & PROGRAM STANDARDS/COMPETENCIES

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit

Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

PROGRAM STANDARDS/COMPETENCIES COVERED IN COURSE

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC) and Advance Standards in Developmental Disabilities/Autism Specialist.

Council for Exceptional Children (CEC)

- #3 Individual Learning Differences
- #4 Instructional Strategies
- #7 Instructional Planning

Advanced Knowledge and Skill Set: Developmental Disabilities/Autism Specialist (2009)

Standard 2   Program Development and Organization

Knowledge	
ACC2K1	Effects of the cultural and environmental milieu of the individual and the family on behavior and learning
ACC2K2	Theories and methodologies of teaching and learning, including adaptation and modification of curriculum
ACC2K3	Continuum of program options and services available to students with exceptional learning needs
ACC2K4	Prereferral intervention processes and strategies
ACC2K5	Process of developing individualized education plans
ACC2K6	Developmentally appropriate strategies for modifying instructional methods and the learning environment
DDA2.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities/autism spectrum disorders
DDA2.K2	Range of environmental supports that maximize learning for individuals with developmental disabilities/autism spectrum disorders
DDA2.K3	Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder
DDA2.K4	Activities and techniques for developing independent living skills
Skills	
ACC2S1	Develop programs including the integration of related services for individuals based on a thorough understanding of individual differences
ACC2S2	Connect educational standards to specialized instructional services
ACC2S3	Improve instructional programs using principles of curriculum development and modification, and learning theory
ACC2S4	Incorporate essential components into individualized education plans
DDA2.S1	Apply inclusive principles in the education of individuals with

	developmental disabilities/autism spectrum disorder
DDA2.S2	Develop and implement program plans to transition individuals with developmental disabilities/autism spectrum disorder between settings across the life-span
DDA2.S3	Identify match between job requirements and individual's skills, preferences, and characteristics
DDA2.S4	Provide individuals with multiple job experiences
DDA2.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
DDA2.S6	Arrange program environments to facilitate spontaneous communication
DDA2.S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
DDA2.S8	Provide varied instruction and opportunity to learn play and leisure skills
DDA2.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
DDA2.S10	Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum
DDA2.S11	Identify evidence based strategies to increase self-awareness, and ability to self-regulate
DDA2.S12	Identify evidence based strategies to increase an individual's self-determination of activities, services and preferences
DDA2.S13	Design and implement program activities and techniques for developing independent-living skills
DDA2.S14	Plan and implement individualized and intensive programming that matches the individual's needs

Standard 3   Research and Inquiry

Knowledge	
ACC3K1	Evidence based practices validated for specific characteristics of learners and settings
DDA3.K1	Current etiology and practice based research specific to developmental disabilities/autism spectrum disorders
Skills	
ACC3S1	Identify and use the research literature to resolve issues of professional practice
ACC3S2	Evaluate and modify instructional practices in response to ongoing assessment data
ACC3S3	Use educational research to improve instruction, intervention strategies, and curricular materials
DDA3.S1	Interpret and relay research findings in layperson terms or jargon free language.
DDA3.S2	Remain informed of current research, legislation and debate concerning developmental disabilities/autism spectrum disorders

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Blackboard
2. Internet

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOK

Technology Tools for Students with Autism: Innovations that Enhance Independence and Learning
Katharina I. Boser; Matthew S. Goodwin; & Sarah C. Wayland (Eds.)
Paul H. Brookes Publishing Co. (2014)
ISBN-978-1-59857-262-9
You may purchase your textbook online at the FIU Bookstore.
Notes

Additional readings for this course can be found here.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance

in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course at least **3 times per week**
- Respond to discussion boards, blogs, and journal postings within **3 days**
- Respond to emails/messages within **2 days**
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course at least **3 times per week**
- Respond to discussion boards, blogs, and journal postings within **3 days**
- Respond to emails/messages within **2 days**
- Grade assignments within **7 days** of the assignment deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Email.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussion Forum Expectations:

You are required to respond to discussion questions throughout each module. Your responses are due by the dates listed below in the course calendar. These dates are also posted within the link to each discussion question throughout the modules of BlackBoard. Discussion posts cannot be made up unless you have an excused reason for not completing the assignment on time. Feedback and grades will be available within 7 days of your post. Each discussion post is worth 5 points. The following is the rubric for that will be used to evaluate the posts.

- Accuracy of the answer (2 pts.)
- Originality of the answer (2 pts.)
- Grammar (1 pt.)

ASSIGNMENTS

Field Experience and Field Experience Report:

Each student is required to complete 20 hours of observation in a classroom where there is at least one student with autism spectrum disorder. See the instructions below for setting up your field experience and documenting your hours of observation.

As a result of your observations, you are to write a report describing the following elements of the use of assistive technology (AT) in

the classroom to support students in need (5 points each).

   a. A description of the physical structure of the classroom/school setting,
   b. A description of the teacher to student ratio throughout the day,
   c. The types of low tech AT systems used in the class (e.g., picture schedules),
   d. The types of medium tech AT systems used in the class (e.g., Big Mac device),
   e. The types of high tech AT systems used in the class (e.g., iPad with augmentative communication software),
   f. Describe how each low, medium, and high tech devices were used in the class,
   g. A description of specific teaching strategies used to teach students to use AT (e.g., direct instruction, fluency instruction, natural environment teaching, incidental teaching, discrete trial teaching, etc.),
   h. The use of AT for communication (e.g., PECS, voice output devices),
   i. The use AT for academic skills,
   j. The use of AT for functional life skills instruction,
   k. The teacher's data collection system to monitor student progress,
   l. A reflection indicating your assessment of the use of AT in the classroom, and
   m. Five ways in which you will use and/or improve the use AT in your classroom.

This assignment is due Friday, November 14, 2014 by 11:59PM. Further, this assignment must be submitted to TaskStream, which is used by the FIU College of Education (see below).

Task Stream Rubric:

Mastery (3 pts.)	Proficient (2 pts.)	Limited (1 pt.)
Paper that receives a minimum of 90% of the total points	Paper that receives a minimum of 80% of the total points	Papers that receive less than 80% of the total points

*You are encouraged to submit assignments on time. **Failure to do so will result in 1-point lost for each day the assignment is late.** The following is a sample of documentation that should be submitted with any late assignment: a doctor's statement, jury duty service, accident report, or other appropriate documentation.

Taskstream Artifact and 3-point Rubric

TaskStream is the College of Education's (COE) web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Since the Fall 2008, all students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: http://education.fiu.edu/taskstream/

Your enrollment code for this semester is: TBA

Field Experience Requirement

Students must complete a minimum of twenty (20) hours of field experience in a school assigned by the Office of Field Experiences in the COE. The Field Experience Log is to be signed by the supervising teacher and all hours must be completed no later than the due dates noted. You will keep the hardcopy of the Field Experience Log for your personal records. The electronic version of the Field Experience Log must be completed on TaskStream and uploaded once you have satisfied your field hours. Field entries must describe in detail what you did during the visit. Edit your work carefully. Failure to complete the field experience hours will result in an "F" for the semester.

To receive an appropriate field placement, visit the Office of Field Experiences in ZEB 220 (305-348-2082). The following steps should be followed:

   1. Bring a copy of your course schedule and your security clearance card. (If you don't have one, you will receive the required information and paperwork.)

2. Select a school site from the approved list on the bulletin boards outside ZEB 220.
3. On your course schedule, write you're: Panther ID, e-mail address, and reliable phone number.
4. You will receive a placement card for your assigned school, with a mandatory orientation date and an official "Field Experience Attendance Log" for each course that requires field hours.

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Discussion Pots	14	5	70	41%
Field Experience (20 Hours of Observation)	1	35	35	21%
Field Experience Report	1	65	65	38%
Total	16	N/A	170	100%

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81 - 83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1

August 23 - August 31, 2014

Supports Learning Objectives:

- Course objectives 6, 7, 8, & 14

Tasks:

- Click and read, "Description of Assistive Technology" (website link provided)
- Watch the four videos describing uses of AT
- Answer both discussion questions by August 31 by 11:59PM

Module 2

August 31 - September 14

Supports Learning Objectives:

- Course objectives 1, 2, 6, & 9

Tasks:

- Read Chapter 1 from textbook
- Watch video, "Assistive Technology, IDEA, & Funding"
- Click and read, "Definition of Assistive Technology (Devices and Services)" (website link provided)
- Read and view videos by clicking, "Assistive Technology as Described by Disability Rights Florida" (website link provided)
- Click and read, "Description of Tech Act" (website link provided)
- Answer Module 2, Discussion Question 1 by September 7 by 11:59PM
- Read Chapter 2 from textbook
- Answer Module 2, Discussion Question 2 by September 14 by 11:59PM

Module 3

September 14 - October 19

Supports Learning Objectives:

- Course objectives 6, 7, 9, 10, 11, 12, & 13

Tasks:

- Read the entire manual "Assistive Technology Supports for Individuals with Autism Spectrum Disorder (Link provided in BlackBoard)
- Watch video, "Assistive Technology Assessment"
- Complete the entire IRIS Module (Website link provided)
- Answer Module 3, Discussion Question 1 by September 28 by 11:59PM
- Answer Module 3, Discussion Question 2 by September 28 by 11:59PM
- Read Chapter 3 from textbook
- Read Chapter 4 from textbook
- Read Chapter 8 from textbook
- Watch the video, "Meet Brody"
- Watch the video, "Meet Jean"
- Watch the video, "Assistive Technology for Early Reading"
- Watch the video, "Text to Speech Assistive Technology"
- Watch the video, "Cool Do-It-Yourself Assistive Technology Device"
- Answer Module 3, Discussion Question 3 by October 19 by 11:59PM
- Answer Module 3, Discussion Question 4 by October 19 by 11:59PM

Module 4

October 19 - November 23

Supports Learning Objectives:

- Course objectives 3, 4, 5, 13, & 14

Tasks:

- Read Chapter 3 from the manual, "Assessing Students Needs for Assistive Technology (5th Ed.) (Link provided in BlackBoard)
- Watch the video, "Basics of AAC"
- Watch the video, "60 Minutes on AAC for Autism"
- Answer Module 4, Discussion Question 1 by November 2 by 11:59PM
- Answer Module 4, Discussion Question 2 by November 2 by 11:59PM
- Read Chapter 6 from textbook

- Read Chapter 7 from textbook
- Watch the video, "Example of iPad with AAC Software"
- Watch the video, "Introduction to the Picture Exchange Communication System"
- Complete the Field Experience hours and submit the Field Experience Report to TaskStream on November 14 by 11:59PM
- Answer Module 4, Discussion Question 3 by November 23 by 11:59PM
- Answer Module 4, Discussion Question by November 4 23 by 11:59PM

Module 5

November 23 - December 7

Supports Learning Objectives:

- Course objectives 6, 7, & 14

Tasks:

- Read Chapter 17 from textbook
- Read the article by Bennett, Gutierrez, & Honsberger (2013) (Link provided in BlackBoard)
- Watch all videos assigned
- Answer Module 5, Discussion Question 1 by December 7 by 11:59PM
- Answer Module 5, Discussion Question 2 by December 7 by 11:59PM