

## COURSE SYLLABUS

### Assistive and Instructional Technology and Alternate/Augmentative Systems for Students with Autism

EEX-5767-RXDB Summer 2016

#### GENERAL INFORMATION

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#### PROFESSOR INFORMATION



<b>Instructor:</b>	Dr. Patricia Barbetta	<b>Phone:</b>	(305) 348-2835
<b>Office:</b>	Building Room # ZEB235 (MMC)	<b>Fax:</b>	(305) 348-2086
<b>Office Hours:</b>	By appointment (email, phone and/or abode connect)	<b>Email:</b>	Please use Blackboard email.
<b>Website:</b>	<a href="#">Department of Teaching and Learning</a>		

#### COURSE DESCRIPTION AND PURPOSE

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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 requirement: a) Students understand the use of assistive and instructional technology; and natural, alternative, and augmentative communication systems for students with ASD. As you will see the course goes beyond that requirement. The course is divided into several components related to technology and students with autism: 1) Policy, Research, and Implementation Support, 2) Classroom technology tools, 3) Augmentative and alternative communication (AAC) basics, 4) Language tools, 5) Literacy tools, 6) Social Skills and Emotion-Regulation Management Tools, 7) Data collection tools, and 8) adult transition to the workplace.

#### COE Conceptual Framework

The desired future of the School of Education (SOE) 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).

## **COURSE OBJECTIVES**

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

1. Identify and describe emerging technology trends and how they impact instruction for students with autism
2. Identify emerging service delivery options for students with autism using innovative technologies
3. Identify ways in which the principles of UDL and various technologies that support these principles can guide the design and development of instruction for students with autism
4. Identify and discuss various online technologies useful for students with autism
5. Identify and evaluate multiple online sites related to students with autism useful to students with autism, their parents and teachers.
6. Identify and discuss various ways in which robots and virtual reality can be used to support the teaching of students with autism
7. Identify specific timers useful for students with autism and how they might be used in teaching or at home
8. Identify and discuss the benefits of various visual schedule apps for students with autism
9. Define augmentative and alternative communication and provide examples (AAC)
10. Identify examples of Low-Tech, Mid-Tech, and High-Tech AAC devices
11. Define the role as a team member in choosing communication devices for students
12. List and define the communicative profiles.
13. List the four steps in evaluating a student for AAC.
14. Define the Picture Exchange Communication System
15. Define Visual Instructional Mode (VIM), Visual Expressive Mode (VEM), and Visual Organization Mode (VOM) and discuss how it relates to students with autism.
16. Identify various technologies to develop and support the communication of students with autism.
17. Identify specific lessons learned by students, teachers and parents on using iPads with students with disabilities.
18. Describe ways in which an iPad can be used to improved communication for students with autism
19. Review specific apps for communication development and use for students with autism.
20. Identify and describe the use of literacy apps students with autism
21. Identify and describe the use of Web 2.0 tools students with autism
22. Describe the connection between emotion and reading comprehension for students with autism
23. Define video modeling and provide the key components of it use
24. Identify various apps and online tools for social skill and emotional regulation management
25. To describe Lego Therapy and its potential benefits for students with autism
26. Develop a Class Dojo Management System for a Class of Students with Autism
27. Identify and evaluate various apps to collect data on student behavior
28. Identify ways in which technology can be used to enhance the lives individuals with autism as they transition from school to work and home.

## **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.

## TEACHING METHODOLOGY

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This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Technologies outside of Blackboard will also be used with this course including: ClassDojo. Should you have any questions, please contact the professor.

## ASSURANCE OF LEARNING

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The School of Education (SOE) cares about the quality of your education. For more information please visit the [COE's](#) website to learn more on the College's commitment.

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## IMPORTANT INFORMATION

### POLICIES

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Please review [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

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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](#) page to find out more information on this subject.

This course utilizes the following Blackboard tools:

1. Assignment Dropbox
2. Course Calendar
3. Discussion Board
4. Send Email
5. Groups
6. My Grades
7. Journals
8. Blogs

Please visit our [Technical Requirements](#) webpage for additional information.

## ACCESSIBILITY AND ACCOMMODATION

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This course utilizes the following tools:

1. Class Dojo
2. PowerPoint, Nearpod or Prezi

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment to Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

## COURSE PREREQUISITES

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There are no prerequisites for this course.

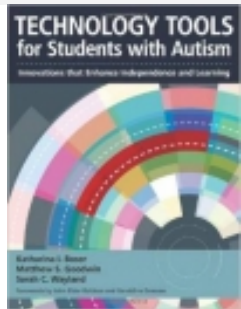
## PROCTORED EXAM POLICY

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**There are no proctored exams in this course**

## TEXTBOOK

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### **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](#).

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## EXPECTATIONS OF THIS COURSE

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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. As we will communicate frequently via our FIU email, it is critical that you check your FIU frequently-daily is preferred, but minimally every other day.

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of

the course:  
<http://online.fiu.edu/futurestudents/whatsrequired>.

**Students are expected to:**

- **Review the how to get started information** located in the course content
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course 4-7 times per week
- Respond to discussion boards before the due date
- Respond to **emails** within **1-2 days. Same day is better.**
- Submit assignments by the corresponding deadline

**The instructor will:**

- Log in to the course daily Monday through Friday and optional on the weekends.
- Respond to discussion boards within 5 days after the assignment
- Respond to emails within **1 day (excluding weekends)**
- Grade assignments, journals, and blogs within **5 business days** of the assignment deadline

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## COURSE DETAILS

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### COURSE COMMUNICATION

Communication in this course will take place via Blackboard Email.

Blackboard email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Blackboard to send the email to me. This way, the subject line will identify the course. The Blackboard email is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their FIU email routinely to ensure up-to-date communication.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

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### DISCUSSION FORUMS

Other members of the course will see your discussion forum postings. Care should be taken when determining what to post. Please, be sure to carefully read and follow the forum directions. There are likely times when you will need to post AND respond to a classmate(s) posts.

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### QUIZZES

There are no quizzes in this course.

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## ASSIGNMENTS

- Most weekly assignments are due typically on Sundays no later than 11:59 pm. See the course calendar, syllabus and/or assignment dropbox for the due dates.
- Make-ups will be permitted in extenuating circumstances, with proper documentation.
- ASSIGNMENTS are due on the date specified in the Blackboard course calendar and the syllabus. **EACH calendar day an assignment is late, there will be 5 points deducted.**
- Assignments e-mailed or messaged through BlackBoard directly to your professor will NOT BE GRADED. All assignments, journals, discussions, blogs, and wikis must be submitted in the designated area within BlackBoard (i.e., dropbox or module)
- Discussions must be posted within discussion.
- Assignments submitted through the Assignment Dropbox are to be submitted as a Word attachment. You may put comments if needed. All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. Five points will be automatically deducted from papers that do not follow this format.
- Assignments submitted in journals, blogs and discussion boards must be submitted directly, not as an attachment unless otherwise specified. It is a feature of Blackboard that you must leave page to score an attached submission in these venues. That is why you must type or cut and paste your assignment directly into the journals, blogs, and discussion boards.

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

**ALL technical issues are to be referred to the online help desk-not your professor. Link provided: (<http://online.fiu.edu/supportservices>) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.**

**Hours of Operation** - <http://online.fiu.edu/supportservices>

Support Services hours of operation are:

**E-mail & Live Chat Support** 7 days a week 8am - midnight

**Phone Support** 7 days a week 8am - midnight Telephone: 305-348-3630 Toll-Free: 1-877-3-ELEARN

**Office Support (On Campus)** Monday - Friday from 8am - 10pm Modesto A. Maidique Campus Ryder Business Building, Room 358

## GRADING

<b>COURSE TOPICS/ REQUIREMENTS/Brief Assignment Descriptions</b> <b>(Complete Assignment Descriptions can be Found on Blackboard)</b>	<b>POINTS</b>
<b>Module 1: Overview: Policy, Research, and Implementation Support</b> <b>July 3 by 11:59 PM</b>	
<b>Assignment Dropbox: Emerging Technology Trends</b>  Using the provided table, you are to review the emerging technology trends discussed in Chapter 1 of your textbook	20
<b>Journal: Emerging Service Deliveries</b>  In your journal response, briefly describe these emerging service delivery options. Then discuss some of the specific emerging technologies make these delivery options possible. Finally, discuss what you think about these as viable options for individuals with autism.	10
<b>Blog: Autism Website Reviews</b>  Trying to find online information about students with autism can be overwhelming. Not because they are too few sites, instead because there are too many. For this activity, you will visit autism-related websites and respond to prompts.	10
<b>Module 2: Classroom Tools, Due July 10 by 11:59 PM</b>	
<b>Assignment Dropbox: Robots and Augmented Reality and Students with Autism</b>  After reading chapters 4 and 5 and watching the 8 module videos in the module on virtual reality and using robots in with students with autism, you are to prepare a document that summarizes what you have learned following the prompts provided.	20
<b>Journal Assignment: Visual Timers:</b>  For this assignment, you are to read chapter 3 of your textbook and review all the information (videos and websites) in the Visual Timers Section of Module #2. In the journal, provide this two-part response to the prompts provided.	12

<p><b>Discussion Board: Choiceworks and iTouchiLearn</b></p> <p>You are to review the two apps, Choiceworks and itouchiLearn Life and to respond to the discussion prompts.</p>	10
<p><b>Module 3: AAC Basics, Due July 17 by 11:59 PM</b></p>	
<p><b>Discussion: An Autistic Child Berated by an Angry Restaurant Customer</b></p> <p>You will watch the video above entitled "WWYD? An Autistic Child Berated by an Angry Restaurant Customer!" Through the discussion board, provide your classmates and me with your overall feelings as you watched this video and respond to the other prompts.</p>	10
<p><b>Assignment Dropbox: An Introduction to AAC for Individuals with Autism Spectrum Disorder Assessment</b></p> <p>You will read the assigned chapters and watch the assigned videos and answer questions provided.</p>	21
<p><b>Assignment Dropbox: AAC Devices</b></p> <p>To complete this assignment, you will read "AAC Devices for Individuals with Autism Spectrum Disorders" in the course module, watch module videos, go to AAC website and respond to questions provided.</p>	14
<p><b>Module 4: Language Tools, Due July 24 by 11:59 PM</b></p>	
<p><b>Journal Response: Using iPads with Students with Disabilities: Lessons Learned</b></p> <p>You will read the article entitled, "Using iPads with Students with Disabilities: Lessons Learned from Teachers, Students, and Parent." In a bulleted fashion, list and briefly describe 5 lessons that you learned.</p>	10
<p><b>Assignment Dropbox: The iPad and Communication Apps for Students with Autism</b></p> <p>You will have assigned readings related to iPads and Communication apps after which you will respond to questions over the reading and submit your responses.</p>	32
<p><b>Discussion: Expressive Language App</b></p> <p>For this assignment, watch the video above entitled "The Best Expressive Language Apps" and respond to the discussion board prompts.</p>	10
<p><b>Module 5: Literacy Tools, Due August 7 by 11:59 PM</b></p>	



<p><b>Assignment Dropbox: Kids Read Aloud-Online Literacy Sites and Other Learning Skills</b></p> <p>In this module is a section entitled, "Kids Books Read Aloud and Other Learning Sites and Apps." It has links to numerous sites to support reading and occasionally some other</p>	18
<p><b>Discussion: From Emotion to Comprehension:</b></p> <p>You will watch the video above entitled "From Emotion to Comprehension with Stanley Greenspan and Lindamood-Bell--Autism" and respond to the discussion prompts</p>	10
<p><b>Journal: Mobile Education Store:</b></p> <p>You will review the module resources related to the Mobile Education Store apps and respond to the journal prompts.</p>	15
<p><b>Module 6: Social Skills and Emotion-Regulation Management, Due Aug 14 by 11:59</b></p>	
<p><b>Assignment Dropbox: Video Modeling Presentation</b></p> <p>You will prepare a presentation on PowerPoint or an alternative presentation tool related to Video Modeling.</p>	30
<p><b>Discussion: Lego therapy:</b></p> <p>You will discuss what you have learned about Lego Therapy for Social Skill Interaction Development</p>	10
<p><b>Module 7: Data Collection/Transition to the Workplace Technologies, Due Aug 20 by 11:59 PM</b></p>	
<p><b>Discussion: Using Mobile Technologies to Support Individuals with Autism in Transition:</b></p> <p>Read Chapter 17 of your textbook and watch the technology and transition videos in the module. Then in the discussion, respond to the assignment prompts.</p>	10
<p><b>Assignment Dropbox: Class Dojo</b></p> <p>For this assignment, you are going to create a Classroom Dojo Management System for a class of students with autism. You are to join the free program. Learn how to use it (which will take minutes). Develop a class of at least 10 students. Then develop your classroom rules. Once you have done this, in the Assignment Dropbox, briefly describe how you will use the program. That is, if I were a substitute teacher in your room or a parent visiting, provide me with enough information so that I could understand why you are using the program and how it works. Then attach a screen shot of your class and its classroom rules. Have fun</p>	15
<p><b>Total</b></p>	<p><b>287</b></p>

<b>Letter Grade</b>	<b>Range</b>	<b>Letter Grade</b>	<b>Range</b>	<b>Letter Grade</b>	<b>Range</b>
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

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