

Syllabus CLSC 6251 Assistive Technology: Advanced Practices in AT Assessment	
Time, Day, Location	Fridays, 8:30 p.m. – 11:30 p.m. Classes will be held in the training room at Assistive Technology Partners (601 E 18th, Suite 130). On snow days, call UCHSC at (303) 724-4636 for closing information.
Faculty	<ul style="list-style-type: none"> ▪ Cathy Bodine, PhD. CCC/SLP, Phone (303) 315-1281 Fax (303) 837-1208 email cathy.bodine@uchsc.edu ▪ Maureen Melonis, M.N.S., CCC/SLP: Phone (303)-315-1283 Fax (303) 837-1208 email maureen.melonis@uchsc.edu
Brief course Description	Students who have previously successfully completed introductory training in assistive technology will increase their knowledge and skills related to assistive technology assessment. By actively participating in this course, trainees will improve their ability and desire to use family-centered, interdisciplinary methods of assessment for students with disabilities. This course will help trainees become critical thinkers and effective practitioners. Trainees will gain an overview of traditional AT assessments and a working knowledge of best practice in assistive technology arenas. Trainees will gain an understanding of working with and interpreting assessment results and communicating their findings in a comprehensive evaluation report as well as in a family-centered meeting. Observations of assistive technology assessments will be utilized to enhance student understanding of the evaluation process and trainees will participate in supervised assessments and videotaped learning activities.
Textbooks, Readings and Instructional Resources	<p>Cook, A. M. & Hussey, S. (2001) <u>Assistive Technologies: Principles and Practice</u>, Mosby-Year Book, Inc., 2001</p> <p>Scherer, M. (2005) <u>The new 4th Edition of Living in the State of Stuck: How Assistive Technology Impacts the Lives of People with Disabilities</u>. Brookline Books</p> <p>Other readings as assigned</p>
Objectives	<p>COURSE OBJECTIVES</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with a range of assistive technology devices and services. 2. Demonstrate an understanding of a functional approach to the assessment of assistive technology needs. 3. Demonstrate an appreciation for the interdisciplinary process of AT assessment, both formal and informal. 4. Describe and utilize an interdisciplinary approach to the selection, implementation and use of technology to meet the educational and transitional needs of individuals with disabilities. 5. Identify and describe the function of the range of assistive technology devices and services in the home, school, and community environments, including augmentative and alternative communication; seating, positioning, and mobility; computer access; and technology for people with vision loss, hearing loss and learning disabilities. 6. Describe the process of selection and implementation of assistive technology solutions. 7. Identify functional limitations related to vision, hearing, mobility, cognitive and health related impairments 8. Describe barriers to technology, and common functional adaptations, and exhibit sensitivity in terms of language and behavior. 9. Describe practical benefits of assistive technology in different settings (including computer technology, telecommunication technology, and

	<p>Internet tools, such as the web); provide examples of accessible technology applications for education.</p> <ol style="list-style-type: none"> 10. Explain legal obligations of different entities related to providing assistive technology devices and services. 11. Identify funding sources for assistive technology and explain what kinds of assistive technology devices and services they typically cover. 12. Locate local and national resources related to assistive technology. 13. Successfully problem-solve case studies provided. The case studies are designed to facilitate the ability to apply the knowledge learned in the course in specific contexts. 14. Identify types of assessments appropriate for evaluation of individuals with disabilities. 15. Understand the ethical and legal implications of testing and assessment. 16. Develop skills in the development of specific referral questions and individualized evaluation plans. 17. Learn to conduct an in-depth family-centered, diagnostic assessment. 18. Understand cultural uniqueness as applied to ethnic and cultural minorities. 19. Demonstrate competence in assistive technology assessment, clinical observational skills, and report writing. 20. Effectively integrate assessment data into decision making process. 21. Write a 5-7 page summary paper related to assistive technology assessments performance.
<p>Weekly Plan Collaborative Teaming and Assistive Technology</p>	<p>First Quarter (course code CLSC 6251) Overview of Assessment/Phase One Assessment Assessment for Positioning Assessment for Positioning Assessment & Family Perspectives/Sharing Information with Families Assessment Mobility Assessment Mobility Assessment Access Assessment Access Spring Break NO CLASS Assessment Vision Assignment Two Due Assessment Vision Assessment Hearing Assessment Hearing Assessment Communication Assessment Communication Assessment Cognition Assignment Three Due Assessment Cognition</p>

Coursework Assignments:

Assessment Coursework – Class Assignments

1. Class Seminar: Students will be assigned a class seminar discussion to lead. Students will read the assigned readings and prepare a list of discussion questions relevant to salient features of the readings, how it is relevant to them as an AT practitioner, how they would integrate the information in their work setting. In addition, students will prepare a bibliography of additional readings related to this topic, entered in End Notes and presented to the class as additional resources. Students should be knowledgeable about the recommended readings and should be able to lead a discussion around them. The seminar/class discussion will take 30-45 minutes of

the class. Students will be graded on their ability to lead the class, their level of preparation, and the bibliography and End Notes products they provide.

2. **Assessment Case Study:** Students will be assigned as a team to an individual with significant disabilities. They will, as a team, perform an AT assessment utilizing assessment tools from the community. Following the assessment, they will write a report, each student completing a discipline specific section and as a team writing the intro and conclusion. The report should include the goals of the family and child, describe the diagnosis, functioning levels, capacity, environment, technology tried, recommendations with rationale and the clinical reasoning process applied. The assessment will provide evidence that the student possesses a thorough understanding of the assessment procedure, including the purpose of the assessment and a demonstrated knowledge and understanding of the procedures and their implementation. Students will demonstrate active participation in the assessment process; this includes interacting with the client and team members, and asking questions when appropriate.

The report should be typed and consistent with clinical reporting formats. Grading of this assignment will be based on the writing rubric. Students will demonstrate an understanding of the individual evaluated and will make appropriate recommendations for technology. Student's writing should demonstrate proper use of grammar, punctuation, spelling, and a logical flow of ideas.

3. **AT Assessment Tools Critique Paper:** There are numerous assessment tools utilized by assistive technology practitioners in completing AT assessments. Examples include MPT, Social Networks, etc. Students will choose an area of specialization of their choice (vision, hearing, communication, learning, access, seating, or mobility) and analyze assessment tools available for assistive technology assessments. Students should review positive and negative aspects of the assessment methodology. Students will critique the value of the assessment for evaluating AT and document the information that could be collected and how it could be applied to assistive technology. Students will present their findings in a typed, double-spaced APA-style paper. Grading of this assignment will be based on the writing rubric.

Students will demonstrate in-depth understanding of the assessment tools and current literature around assessment. Their paper should include the purpose of the assessment, pros and cons of the assessment procedure, its relation to a method or model, and the appropriateness of this tool in evaluating a student. The paper should reflect awareness, knowledge, and reasonable understanding of the relevance of the assessment to current AT thinking and trends as presented in lectures as well as current literature. Student's writing should demonstrate proper use of grammar, punctuation, spelling, and a logical flow of ideas.

CLASS POLICIES

1. Attendance is expected. Students who miss class (or a portion of class) are responsible for obtaining the content from another class member. More than 1 unexcused absence requires a conference with the instructor, and may result in additional assignments or grade reduction. The instructor will discuss excused versus unexcused absences in class.
2. Each student is expected to come to class prepared. This includes having the text available and having done assigned readings and projects.
3. Late assignments will not be accepted without prior approval from the instructor. Assignments not accepted will be assigned a grade of zero.
4. New University policy requires that all students have access to a computer with at least a certain capability level. All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways in this class, including the Internet assignment, communication (e.g., class announcement) via e-mail, and, potentially, accessing some materials needed for class via the Web.
5. APA Style (5th edition) is required by the College of Education and this class. All assignments should be typed and double-spaced (except for those completed in class).

7. Language that is consistent with IDEA and emphasized people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
8. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students.

Bibliography

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