



William Carey University
School of Education
Students with Disabilities
Module Program for Teacher Re-Certification

The SWD Module Program has been approved for In-service Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four in-service points). Participants must select and complete five of the seven activities under each module. The cost of each module is \$5.00 an individual (\$20.00 for the entire SWD program 20 points). Make your check payable to William Carey University. Submit responses to Dr. Barry Morris at bmorris@wmcarey.edu .

STUDENTS WITH DISABILITIES (SWD) MODULE TWO: Technology for Students with Disabilities



ACTIVITY ONE: Technology in the Classroom

A. Vision of K-12 Students Today. Watch the four-minute video at the following link <http://differentiate-with-technology.wikispaces.com> and then respond to the following questions. If you have difficulty accessing the video, google the title to locate it.

- 1. What challenges you most about the issues raised in the video and why? (100 words or more)**
- 2. What percentage of your teaching time actively engages students in the use of technology such as blogs, using i-pads, digital story-telling, podcasts, wikis, etc.? Explain your use of each one (100 words or more).**
- 3. Describe in detail three ways that you can embed more technology into instruction. (100 words or more)**



ACTIVITY TWO: Twitter

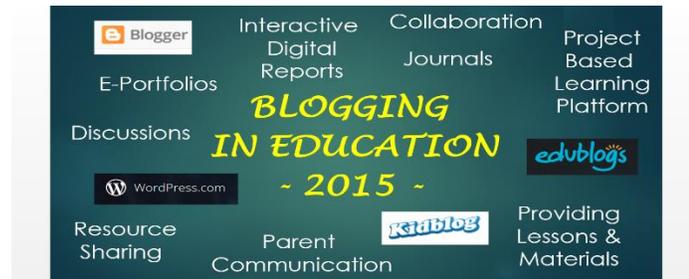
A. Today's K-12 students are absorbed with screen use. When you think about it, they spend many hours a day in front of a screen, whether it be an i-phone, i-pad, tablet, or laptop. With regard to the educational environment, what worked best for teachers, parents, and grandparents in the past is NOT what works for the millennials. They desire opportunities for independence, creativity, relevance, productivity, and self-direction. Overall, they prefer active engagement, discussion, inquiry, problem-solving and NOT passively listening to lecture-based teaching and repetitious seatwork. Take a look at the four-minute video on "A Vision of Students Today" by Michael Wesch on youtube. It represents attitudes of college students, but rest assured that it also represents most student attitudes in general. <https://www.youtube.com/watch?v=dGCJ46vyR9o> . If unable to locate the video from the link provided, search on google using the title. Notice the sign that stated: "I will read 8 books this year, but I will also read 2,300 web pages and 1,281 Facebook profiles".

- 1. Provide your personal reflection on three of the signs that you read on the video (150 words or more total).**
- 2. What are the implications of this video for public and private educational institutions? What are we doing as educators? What do we need to be doing in the classroom? Is there a divide between the way we teach and the way that students learn? (150 words or more total).**

B. Ladies and gentlemen, it is time to “tweet”. In order to begin the conversation about ways that educators can improve teaching and student learning, open a twitter account. Then, subscribe to at least 3 professional resources to bring current educational news to your fingertips on a daily basis. Suggested resources may include: evidence-based practices, classroom discipline, multimedia for teaching, classroom projects, etc.

- Education Today @EdTodayMag**
- Google for Education @GoogleForEdu**
- Teach Hub @TeachHub**
- Culturally-responsive teaching**
- MIND Institute**

- 1. Provide your twitter username here (as evidence that you have established an account).**
- 2. Provide the name and description of each (3 total) site that you have subscribed to. (50 words or more)**
- 3. Discuss at least two (2) bits of information that you learned from each site. (150 words or more)**



ACTIVITY THREE: Blogging

A. The next challenge for educators is using blogging from other teachers to learn or refine new teaching skills.

- 1. Review the “52 Education Blogs You Should Follow” found at <http://www.teachthought.com/pedagogy/52-education-blogs-you-should-follow/> . Provide a brief summary of your initial impression of using blogging as a classroom activity (100 words or more).**
- 2. Click on and review at least 3 blogs. Report your findings on each one here by giving the link to the blog and your reflection of the blog (50 words or more each blog). Consider starting your own blog so that you can contribute to this learning and sharing process. Consider a classroom blog that students can contribute to.**



ACTIVITY FOUR: Bring Your Own Device (BYOD)

A. With the ever-shrinking school budgets, often times it is impossible for schools to provide each student with an electronic device. However, having a school policy of “bring your own device” to the classroom allows each student the opportunity to put technology into the hands of every student. If some students do not have a device to bring, consider working in student pairs. Also, perhaps the school could supplement each classroom by providing a few i-pads or tablets for small group use. Consider the prediction that the classrooms of the future will include only technology devices, with little or no “textbooks”. Provide your reflection of how this process may work in your school or classroom (50 words or more).

B. View the Edutopia article on “Challenging the Model of 1:1 with BYOD” at

<https://www.edutopia.org/blog/challenging-one-to-one-model-amanda-paquette> . If you have trouble locating the information via the link provided, search for it on google.

a. Provide a brief summary of the article in 200 words or more.

- b. From the topics on the right column of the screen, select 3 for further review. Provide a brief synopsis of the 3 you selected (50 words or more each).**



ACTIVITY FIVE: Augmentative and Alternative Communication (AAC)

A. Augmentative and alternative communication (AAC) is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.

1. Low-Tech AAC describes communication aids that are often paper based and include communication boards, charts, etc. They may be divided into two areas listed below. After viewing each video compose a summary of the contents and describe how you may utilize this option in your classroom (100 words or more for EACH summary).

- a. Communication Boards and Boards** A board or book which shows words, photos and/or symbols. View the video at <https://www.youtube.com/watch?v=mnyv8h6J4rc&t=16s> .
- b. Picture Exchange Communication System (PECS):** A form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with

a picture on it. View the video at <https://www.youtube.com/watch?v=HGtZNY0PcVw> .

2. **High-Tech AAC generally refers to electronic devices, which are either controlled by direct access, eye scanning, or scanning and switching. Switching can be achieved in a number of ways depending on the physical ability of the individual. Advances in computer technology mean new hi-tech devices are becoming smaller and cleverer and have become the new way for many individuals to communicate. View the two videos below and compose a summary of the contents, including a description of how you may utilize this option in your classroom (100 words or more for EACH summary).**
 - a. **Using Assistive Technology in the Classroom. View the video at https://www.youtube.com/watch?v=QdI_ddl0WyE .**
 - b. **Assistive Technology Rocks My Classroom. View the video at <https://www.youtube.com/watch?v=WELoJutEYHo> .**



ACTIVITY SIX: Assistive Technology for SWD

A. According to IDEA 2004, assistive technology (AT) is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities”. AT items may be divided into three categories as follows:

- 1. No Tech: Conduct a google search for no tech assistive technology. List the web sources used. Compose a one-page summary of the definition of No Tech and at least three examples of no tech items discovered. Include how each item is used in the classroom and the cost.**
- 2. Low Tech: Conduct a google search for low tech assistive technology. List the web sources used. Compose a one-page summary of the definition of Low Tech and at least three examples of low tech items discovered. Include how each item is used in the classroom and the cost.**
- 3. High Tech: View the video High Tech AT Solutions at <https://www.youtube.com/watch?v=zD0O16l91jc> List at least ten high tech items depicted in the video.**

- 4. Select two of the high tech items from the video and search google for more information on each item. Report the websites visited here for each item selected. Compose a 100-word summary of each of the two items selected, include a definition/description, explanation of how it is used, and cost.**

ACTIVITY SEVEN: Apps for SWD

A. Apps for computers, ipads, iphones, ipods, and other devices are abundantly available and many of them are FREE. For students with disabilities, these apps provide a bridge to success in the classroom.

- 1. Go to the website Educational App Store found at <https://www.educationalappstore.com/app/category/special-education-apps> If you have trouble accessing the site, search in google for the topic. Browse at least three of the apps that appeal to you and that you feel would be beneficial for a student with a disability. Define how the app works and explain how it may be useful in the classroom (100 words or more).**
- 2. View the website TCEA: Free Must-have IPAD Apps for Special Education found at <https://www.tcea.org/documents/PD/Free%20Must-Have%20Apps%20for%20Special%20Education.pdf> If you have trouble accessing the site, search in google for the topic. Select at least four of the apps to try out. Define how the app works and explain how it may be useful in the classroom (100 words).**

END OF MODULE