

Students with Disabilities

Option 1 • Module 2

Technology for Students with Disabilities

Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect the work to practical classroom use.

How to Use This Module

1 Review

Use the linked resource(s). Read or watch the assigned material and take notes.

2 Apply

Connect the material to a real classroom, student need, lesson, routine, or school situation.

3 Reflect

Write in your own words and explain what you learned, what you would use, and why.

Activities 1–2

Complete any 5 of the 7 activities.

Activity 1 • Technology in the Classroom

Review instructional-technology guidance. Identify three ways technology can increase access, practice, feedback, or independence for a student with a disability. Explain a classroom example and one limitation.

[IRIS Center ↗](#)

Activity 2 • Professional Technology Sources

Find current professional information—but use three professional organizations or educator-resource feeds. Summarize one useful idea from each.

[IRIS Center ↗](#)

[ISTE ↗](#)

Activities 3–4

Complete any 5 of the 7 activities.

Activity 3 • Teacher-to-Teacher Learning

Review teacher articles or professional communities about technology and disability support. Summarize three practical ideas and explain which one could be adapted to your class.

[Edutopia ↗](#)

[Reading Rockets ↗](#)

Activity 4 • Bring Your Own Device (BYOD)

Evaluate BYOD for instructional purpose, equity, classroom management, privacy, charging, and device availability. Create a short classroom procedure and a backup plan when a device is unavailable.

[IRIS Center ↗](#)

Activities 5–6

Complete any 5 of the 7 activities.

Activity 5 • Augmentative & Alternative Communication

Compare low-tech and high-tech AAC. Explain how classroom communication can be supported and why teachers should collaborate with qualified professionals rather than independently choose a system.

[ASHA — AAC ↗](#)

Activity 6 • Assistive Technology for SWD

Identify no-tech, low-tech, and high-tech assistive-technology examples. For two tools, describe the task supported, the student access need, and what the teacher should monitor.

[OSEP Ideas That Work ↗](#)

[IRIS Center ↗](#)

Activities 7–7

Complete any 5 of the 7 activities.

Activity 7 • Apps and Digital Tools

Select three current tools that could support reading, writing, organization, communication, or practice. For each, describe purpose, grade fit, accessibility benefit, and one teacher-evaluation concern.

[Reading Rockets ↗](#)

[IRIS Center ↗](#)

Module Reflection

Show how the material affects your teaching practice.

Student Need

Identify one student need you understand better after this module.

Teacher Action

Describe one change to instruction, organization, communication, or classroom practice.

Evidence

Explain what you would look for to determine whether the change helped the student.

Current Resource List

Click a resource name to open the website.

[IRIS Center ↗](#)

[ASHA — AAC ↗](#)

[OSEP Ideas That Work ↗](#)

[ISTE ↗](#)

[Reading Rockets ↗](#)

[Edutopia ↗](#)

Submission Checklist

Before submitting, verify the following.

- I completed any 5 of the 7 activities.
- I wrote responses in my own words and cited resources used.
- I protected student confidentiality and used fictitious names where needed.
- I kept classroom observation separate from diagnosis or formal evaluation.
- I included practical classroom applications where requested.
- I checked the linked resources and used current information.

End of Option1 Module2 Technology for SWD

Technology for Students with Disabilities

END