# Assistive Technology

Based on the Council for Exceptional Children, [Advanced Specialty Set: Special Education Technology Specialist](https://exceptionalchildren.org/sites/default/files/2020-08/Advanced%20Specialty%20Set%20-%20Special%20Education%20Technology%20Specialist.pdf)

## 1. ASSESSMENT

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Technology in the assessment, diagnosis, and evaluation of individuals with exceptionalities. | ☐ | ☐ |  |

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| **Skills** | Meets | Does Not Meet | Reviewer Feedback |
| 1a. Match characteristics of individuals with exceptionalities with technology products and services. | ☐ | ☐ |  |
| 1b. Examine a range of alternative solutions prior to making assistive or instructional technology decisions | ☐ | ☐ |  |
| 1c. Consider information about the individual with exceptionalities, environments, and tasks when making technology decisions. | ☐ | ☐ |  |
| 1d. Include the individual with exceptionalities in prioritizing goals regarding technology-based solutions. | ☐ | ☐ |  |
| 1e. Identify the demands of technology on the individual with exceptionalities. | ☐ | ☐ |  |
| 1f. Use technology to collect, summarize, and report student performance data to aid instructional decision making. | ☐ | ☐ |  |

## 2. ­CURRICULAR CONTENT KNOWLEDGE

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| 2a. National and local technology and  curriculum standards | ☐ | ☐ |  |
| 2b. Align special education technology initiatives | ☐ | ☐ |  |

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| *No Skills Specified* |  |  |  |

## 3. PROGRAMS, SERVICES, AND OUTCOMES

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Effect of technology at all stages of development on individuals with exceptionalities | ☐ | ☐ |  |
| Effect of diversity on the use of technology | ☐ | ☐ |  |
| Procedures for the organization, management, and security of technology systems | ☐ | ☐ |  |
| Ergonomic principles to facilitate the use  of technology | ☐ | ☐ |  |
| Processes for acquisition of assistive technology devices and services | ☐ | ☐ |  |

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| Skills | Meets | Does Not Meet | Reviewer Feedback |
| 3a. Identify, operate, and troubleshoot instructional and assistive technologies to support educational objectives for individuals with exceptionalities | ☐ | ☐ |  |
| 3b. Provide technology support to individuals with exceptionalities | ☐ | ☐ |  |
| 3c. Use technology to support social acceptance | ☐ | ☐ |  |
| 3d. Identify elements of the curriculum for which technology applications are appropriate | ☐ | ☐ |  |
| 3e. Develop and implement contingency plans in the event that assistive or instructional technologies fail | ☐ | ☐ |  |
| 3f. Identify specifications necessary for technology acquisitions for individuals  with exceptionalities | ☐ | ☐ |  |
| 3g. Arrange for demonstrations and trial  periods with potential assistive or instructional technologies prior to  making purchase decisions | ☐ | ☐ |  |
| 3h. Set up or install instructional and educational assistive technologies to meet the needs of individuals with exceptionalities | ☐ | ☐ |  |
| 3i. Implement proper safety practices in the assembly and integration of technology | ☐ | ☐ |  |

## 4. RESEARCH AND INQUIY

| Knowledge *(None in addition to the ACSI)* | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |

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| Skills | Meets | Does Not Meet | Reviewer Feedback |
| 4a. Determine potential applications of computer software and other technology for individuals with exceptionalities | ☐ | ☐ |  |
| 4b. Analyze features of technology systems | ☐ | ☐ |  |

## 5. LEADERSHIP AND POLICY

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Equity, ethical, and legal considerations related to technology use in special education | ☐ | ☐ |  |
| Organizations and publications relevant to the field of technology | ☐ | ☐ |  |

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| Skills | Meets | Does Not Meet | Reviewer Feedback |
| 5a. Determine potential applications of computer software and other technology for individuals with exceptionalities | ☐ | ☐ |  |
| 5b. Analyze features of technology systems | ☐ | ☐ |  |
| 5c. Adhere to and advocate for adherence to copyright laws | ☐ | ☐ |  |
| 5d. Adhere to professional guidelines for referring individuals with exceptionalities  to other professional specialties | ☐ | ☐ |  |

## 6. PROFESSIONAL AND ETHICAL PRACTICE

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Concepts and issues related to the use of technology in education and other aspects  of society | ☐ | ☐ |  |

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| Skills | Meets | Does Not Meet | Reviewer Feedback |
| 6a. Use technology-related terminology appropriate to the audience in written  and oral communication | ☐ | ☐ |  |
| 6b. Describe legislative mandates and governmental regulations and their implications for technology in  special education | ☐ | ☐ |  |
| 6c. Write proposals to obtain technology funds | ☐ | ☐ |  |
| 6d. Participate in activities of professional organizations relevant to the field  of technology | ☐ | ☐ |  |
| 6e. Conduct professional development  and provide technical assistance in  the use of technology for individuals  with exceptionalities | ☐ | ☐ |  |
| 6f. Provide instruction to individuals with exceptionalities and other stakeholders  to ensure successful use of assistive and instructional technologies | ☐ | ☐ |  |
| 6g. Use principles of adult learning in  technology instruction | ☐ | ☐ |  |

## 7. COLLABORATION

| Knowledge | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| Roles that related services personnel fulfill  in providing technology services | ☐ | ☐ |  |

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| Skills | Meets | Does Not Meet | Reviewer Feedback |
| 7a. Refer team members and families to resources related to assistive and instructional technologies | ☐ | ☐ |  |
| 7b. Collaborate to identify, plan and implement assistive and instructional technologies across settings and transitions | ☐ | ☐ |  |
| 7c. Collaborate to determine whether a comprehensive assistive technology evaluation is needed | ☐ | ☐ |  |
| 7d. Use digital tools and resources to  participate and collaborate in local  and global learning communities | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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