**Coursework Planning Form: Faculty**

**Addressing Assistive Technology across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [Assistive Technology: An Overview](https://iris.peabody.vanderbilt.edu/module/at/) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Assistive Technology: Addressing the Needs of Students with High-Incidence Disabilities](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_AT_High_Incidence.pdf) |  |  |  |  |  |  |
| [Hearing Impairments: Hearing Aid and FM System Simulations](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Hearing_Impairment_Aid_and_FM_Simulations.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [Assistive Technology](https://ectacenter.org/topics/atech/atech.asp) |  |  |  |  |  |  |
| [Assistive Technology for Auditory Processing Challenges](https://www.understood.org/en/articles/assistive-technology-for-auditory-processing) |  |  |  |  |  |  |
| [Assistive Technology for Math](https://www.understood.org/en/articles/assistive-technology-for-math) |  |  |  |  |  |  |
| [Assistive Technology for Reading](https://www.understood.org/en/articles/assistive-technology-for-reading) |  |  |  |  |  |  |
| [Assistive Technology for Writing](https://www.understood.org/en/articles/assistive-technology-for-writing) |  |  |  |  |  |  |
| [Assistive Technology: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/assistive-technology-research) |  |  |  |  |  |  |
| [Augmentative and Alternative Communication (AAC)](https://www.asha.org/public/speech/disorders/aac/) |  |  |  |  |  |  |
| [Can Information Technology Function as Assistive Technology?](https://www.washington.edu/doit/can-information-technology-function-assistive-technology) |  |  |  |  |  |  |
| [Considering Assistive Technology for Students with Disabilities](https://www.parentcenterhub.org/considering-at/) |  |  |  |  |  |  |
| [Definition of Assistive Technology](https://gpat.gadoe.org/Georgia-Project-for-Assistive-Technology/Pages/Assistive-Technology-Definition.aspx) |  |  |  |  |  |  |
| [Documenting AT in the IEP](https://gpat.gadoe.org/Documents/One%20Page%20AT%20August%202019/Documenting%20AT%20in%20the%20IEP.pdf) |  |  |  |  |  |  |
| [Easy Ways to Bring Assistive Technology into Your Classroom](https://www.edutopia.org/article/easy-ways-bring-assistive-technology-your-classroom) |  |  |  |  |  |  |
| [How Can K–12 Educators Promote the Use of Accessible Technology in Schools?](https://www.washington.edu/doit/how-can-k-12-educators-promote-use-accessible-technology-schools) |  |  |  |  |  |  |
| [How to Use Multimedia in Your Active Reading Strategy](https://www.waterford.org/resources/how-to-use-multimedia-in-your-active-reading-strategy/) |  |  |  |  |  |  |
| [New Electronics: Turn Them on for Learning](https://www.ldonline.org/ld-topics/assistive-technology/new-electronics-turn-them-learning) |  |  |  |  |  |  |
| [Read Captions Across America](https://dcmp.org/learn/154-read-captions-across-america) |  |  |  |  |  |  |
| [Rethinking Assistive Technology](https://www.edutopia.org/article/rethinking-assistive-technology) |  |  |  |  |  |  |
| [Speech-to-Text: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/speech-to-text-research) |  |  |  |  |  |  |
| [Text-to-Speech (Computer Generated Voice): Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/text-to-speech-research) |  |  |  |  |  |  |
| [The Difference Between Audiobooks and Text-to-Speech](https://www.understood.org/articles/difference-between-audiobooks-and-text-to-speech) |  |  |  |  |  |  |
| [The SETT Framework and Evaluating Assistive Technology Remotely](https://exceptionalchildren.org/blog/sett-framework-and-evaluating-assistive-technology-remotely) |  |  |  |  |  |  |
| [The SETT Framework for AT Tool Selection](https://www.readingrockets.org/article/sett-framework-tool-selection) |  |  |  |  |  |  |
| [Access to Learning](https://aem.cast.org/get-started/access-learning) |  |  |  |  |  |  |
| [Word Prediction: Research](https://publications.ici.umn.edu/nceo/accommodations-toolkit/word-prediction-research) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [A Teacher's View of Assistive Technology](https://www.youtube.com/watch?v=jMKNiGhudBg) |  |  |  |  |  |  |
| [I Don't Want to Look Any Different](https://www.youtube.com/watch?v=0-LbXV6jKsg) |  |  |  |  |  |  |
| [Our Technology for Equal Access: Mobility Impairments](https://www.youtube.com/watch?v=uJmrESmOUrs) |  |  |  |  |  |  |
| [Video Modeling](https://www.youtube.com/watch?v=GS9IFwuM_G8&t=20s) |  |  |  |  |  |  |

**Notes on Use**