Special Education Technology Classroom of the Future

Alice is a new teacher in classroom with 7 children and 1 full-time assistant. She recently graduated from a respected special education program and joined this school district because she had taught in another school with the same administration and had a good experience.

While she respects the leadership, she has a strong feeling that the district and her classroom specifically could be using technology to more effectively support their children. The urgency to do this continues to grow as resources have gotten tighter and the number of children in her classroom increased this year, while she simultaneously lost a part-time assistant.

Alice decides she should develop a framework for successfully bringing appropriate technology into her classroom and the district. After discussions with her Special Education Director and gathering support, she starts the Special Education Classroom of the Future for her district. To be more effective she forms a small group of experts from within the district, individuals with research and industry technology experience. This SETCF group will help bring together the perspective of Educators, Technologists, and Researchers to help Special Educators grappling with questions about what technology to adopt and implement.

SETCF Model

Technology is rapidly transforming education -- and with this transformation unprecedented amounts of information are available at the push of a button. Special Education Technology Classrooms of the Future will leverage the innovative technologies of our modern world to make learning, expression and independence accessible to every unique individual regardless of ability.
To support all students, including students with widely ranging needs and abilities, to learn effectively, it is critical that educators embrace the idea of developing “cultures of support” across all Special Education environments and avoid the idea of “making up for deficits.” As education advances, technology should play an important and successful role in these cultures of support, but only if effective models that link technology, teaching, and learning are developed and implemented.

The SETCF team, a group of 11 professionals, brought together the perspective of educators, technologists, and researchers to evolve a conceptual and instructional model, the goal of which is to help special educators (and others) who are grappling with questions about what technologies to adopt in order to best support their students.

The SETCF model is built upon 3 research-based approaches to instruction – TEACCH, ABA, and UDL – its core theoretical frameworks. The model offers a theoretical foundation, content, structures, and resources to help educators to Learn, Justify, and Implement effective technology-based solutions in varied educational environments. The SETCF model, conceptualized originally to address complex support needs (autism, multiple disabilities, developmental disabilities, etc.), is a thoughtful and relevant decision-making model for all areas of special needs. Planned outcomes of the SETCF focus on its use as a tool supporting technology implementation and changes in technology planning and integration in varied learning environments.
Key Model Components

**Learn** - Identify needs, gather information, and discover technology to address these needs.

**Justify** - Build the necessary justification within the district to get the technology approved

**Implement** - Bring the chosen technology successfully to the district.
Learning Environment Progression

Three Organizing Frameworks for SETCF

Excerpts from Special Education Technology Classroom of the Future online at www.SETCF.com
Five Key Types of Environments

Pyramid of Major Hurdle Categories
SETCF Pyramid of Technology and Change

Target Outcomes

Excerpts from Special Education Technology Classroom of the Future online at www.SETCF.com
Organizing Framework Resources

TEACCH:
TEACCH homepage: http://www.teacch.com/

To fully understand the principles that drive teach, one team member recommends the book "The TEACCH approach to Autism Spectrum Disorders" by Gary Mesbiov, Victoria Shea, and Eric Schopler

APPLIED BEHAVIORAL ANALYSIS (ABA):


UNIVERSAL DESIGN FOR LEARNING (UDL):
The National Center on Universal Design for Learning http://www.udlcenter.org

Interactive Learning Wheel for UDL Guidelines http://udlwheel.mdonlinegrants.org/

National Center on Accessible Instructional Materials http://aim.cast.org/

UDL online text, Teaching Every Student http://www.cast.org/teachingeverystudent/ideas/tes/


Excerpts from Special Education Technology Classroom of the Future online at www.SETCF.com
Additional Resources

STUDENTS

[http://www.wati.org/content/supports/free/pdf/StudentTransitionPortfolioDec08.pdf](http://www.wati.org/content/supports/free/pdf/StudentTransitionPortfolioDec08.pdf)


PARENTS/FAMILIES


ADMINISTRATORS

Quality Indicators for Assistive Technology Services (QIAT). Available online at [www.qiat.org](http://www.qiat.org)


TEACHERS
