

Technology *in* Action

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Creating a Climate for Learning Assistive Technology and Classroom Management

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Increasingly, technology is being implemented in classrooms to improve achievement for all students, including students with disabilities. Learn about classroom management strategies that can help you ensure that technology is integrated effectively.

We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement – at least the single most important factor that we can do much about...Although the effect the classroom teacher can have on student achievement is clear, the dynamics of how a teacher produces such an effect are not simple. Rather, the effective teacher performs many functions. These functions can be organized into three major roles: 1) making wise choices about the most effective instructional strategies to employ, 2) designing classroom curriculum to facilitate student learning, and 3) making effective use of classroom management techniques.

—Marzano (2003)

With increasing numbers of students with disabilities included in general education settings and increasing numbers of computers in general education classrooms (National Center for Educational Statistics (NCES), 2000), many new technological solutions are available that can complement effective teaching strategies

and respond to the individual needs of struggling students. Instructional technologies can provide improved learning environments for many students. Classrooms that use technology for instruction can offer learning experiences that motivate students by (NCES, 2000):

- Offering educational experiences that are at the student's present level of functioning.
- Providing highly individualized instruction; promoting positive attitudes toward learning.
- Increasing self-esteem; increasing cooperative, collaborative, and positive social behavior.

However, as a group, educators have been slow to adopt and use technology as part of their instructional practices. There is wide variation in how general and special educators use technology. The majority of general education elementary teachers are still nonusers of instructional technology,



although many use technology for teacher productivity. Among those educators who do use technology as part of their classroom practices, there is a prevalence of low-end users in both general and special education. In order to use technology more effectively, teachers must define their own roles in designing educational programs that use technology for instruction and differentiation (Holznagel, 2005).

There are many reasons why educators have not embraced technology. For example, the Center for Implementing Technology in Education (CITED), in its report entitled, *Technology Implementation Challenges for the Classroom* (2005) identified five key barriers to integrating instructional

technology for students with disabilities:

- Lack of teacher training on how to use technology in the classroom.
- Lack of flexibility to accommodate struggling students in general education curricula.
- Lack of information to help make decisions about educational technology purchases or implementation.
- Misconceptions about the cost of AT and IT.
- Lack of research on technology implications for teaching and learning.

A review of the literature about technology use suggests a sixth barrier to integrating technology for students with disabilities. That barrier is:

Lack of information about how to manage technology in classrooms for improved achievement of all students.

This *Technology in Action* relates what is known about effective classroom management strategies to the use of technology in general and in special education classroom settings. A set of specific ideas and actions that teachers can use has been developed from the synthesis of literature about the uses of technology for students with disabilities and classroom management literature.

Classroom Management — Key to Successful Technology Implementation

Reviews of textbooks, peer reviewed journals, and websites regarding the use of technology in instruction reveal multiple examples of well-designed lessons and activities that use technology to enhance learning and offer many suggestions about how teachers can determine which technologies to use to provide effective instruction (ESN, 2005; NETC, 2005; NWREL, 2004). Those same reviews offer little support to educators regarding how the use of technology in instruction can be managed.

When Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) teams determine that assistive technology is needed for a student with a dis-

ability, they often expect that special education teachers and general education teachers will be able to implement the programs they plan with little or no support. But teachers who try to implement AT programs raise a variety of questions:

- How can assistive technology be introduced into special education and general education classrooms effectively?
- What can be done in classrooms to ensure that assistive technology users are able to fully participate?
- How can classroom disruptions be minimized and learning increased when technology is in use?

The use of assistive technology for students with disabilities adds a layer of complexity to the problem of classroom management of technology. When teachers who do not use technology in their instruction are asked to use specialized technology for differentiated instruction of students with disabilities, the likelihood of its successful integration decreases significantly. Without the right supports for these teachers, new hardware, software, and web connections may be wasted or even have a negative effect on instruction.

Managing a Classroom Environment that Supports Technology-Based Learning

As teachers organize their curriculum and instruction to support diverse groups of students, individualized technology accommodations must be embedded and delivered in the context in which students work together.

—Pugach & Warger (2001)

Five classroom management factors that significantly impact student learning are (Marzano, 2003):

- Classroom organization and set up.
- Anticipatory set.
- Goals, rules, procedures.
- Discipline and student accountability.
- Relationships.

Each of these factors has important implications for technology consultants and teachers who want to help struggling students who use assistive and instructional technology to fully participate and demonstrate increased achievement.

In the following sections we will describe each factor. To help illustrate the factor, we will use Tim as an example [see text boxes].



Meet Tim



Tim's middle school program included a two hour English/language arts block, a two-hour science and social studies block, one hour in the Educational Resource Center for math instruction, and one hour of PE. Tim's learning disabilities and moderate vision impairments required that he use several assistive technology tools for reading and written communication. He used enlarged print books, a CD player with audio books, and a talking calculator. In elementary school, Tim had used a desktop computer. Tim was provided with a laptop computer for written communication and math in middle school. Because he had been successful with all of his previous assistive technology tools, the team assumed that there would not be any difficulties in middle school. It did not

turn out that way. In each of the classrooms where Tim needed to use his AT, there seemed to be different problems. As the team members reviewed Tim's progress and the difficulties he was experiencing in each learning environment, they realized that they had not addressed classroom management issues. They reviewed classroom organization, anticipatory set, classroom procedures, relationships, and discipline. Based on their review, they realized they needed to help teachers make some adjustments in their classroom management strategies to help Tim integrate his AT into his daily educational program. On the following pages, we'll take a look at the principles of classroom management and learn more about how Tim's team applied them to his AT use.

Organizing the Classroom

Key Point: Use of available space, student placement accessibility, and limitation of distracters are key factors in student achievement and success.

Discussion: The ways that teachers arrange the room and organize classroom space has an enormous impact on student-teacher interaction as well as student learning. Research indicates that effective classroom organization includes: making sure all students are visible at all times, high traffic areas are clear, materials are accessible, and all students have a clear view of

instruction (Evertson & Emmer, 1982). When the classroom environment is arranged to increase visibility and accessibility and decrease distractions, disruptions are minimized. A focus on classroom organization promotes appropriate student behavior and increases instructional time.

The way a teacher uses available space to accommodate learning activities and student needs and to address disruption is critical. An elementary school teacher, for example, who believes that children working together in small groups can learn from editing one another's writing will arrange classroom furni-

ture, including computers, in groups. A teacher who views learning as the memorization of rules is more likely to place desks in rigid rows (Cuban, 2001). The following guidelines have been shown to make a measurable difference in student achievement (Evertson & Emmer, 1982):

- Make sure that all students are seen at all times.
- Make sure that all students can easily see all instruction.
- Keep high traffic areas clear.
- Keep frequently used materials and supplies readily accessible.
- Seat students away from distracters.

Application to Technology Use:

Guidelines about general classroom organization also can be applied to using technology in classrooms. Simple devices such as spell checkers, slant boards, talking calculators, and high-tech computer stations should be placed in the classroom with attention to visibility, accessibility, and distractibility. Teachers must be able to see students who are using computers and other technology tools and those students must be able to hear classroom instruction and see the teacher. Technology should be easy for students to get to and ready to use in a very short time. In general, this means that computers should be turned on at the beginning of the day or the instructional period when they are to be used so that time delays are minimized.

Technology tools such as calculators and portable word processors that are used at students' desks should be quickly and easily accessible. Technol-

Application of Classroom Organization to Tim's Use of AT

During Tim's science/social studies block class he used his CD reader for his science textbook, enlarged worksheets for science labs and had a large print social studies text. Everyone was happy with Tim's social studies performance but he was not doing well in science. The teacher said one difference was that Tim sat at a table in the back of the room near an electrical outlet for science because he needed electricity to use his CD reader. In this setting, Tim faced the wall instead of the front of the class and the teacher could not see him. Tim had to leave

his regular desk each time he used the reader, and this caused distractions for the rest of the class as well. The team helped the science/social studies teacher identify a new location for Tim's desk so that he could use the CD reader in a place where he also could see the teacher and the teacher could see him. In this new location, he could more easily interact with other students. The team also provided Tim with a set of headphones to use with the CD reader so that there would be fewer distractions for his classmates.

ogy tools used in classrooms should be organized to optimize support for student learning. Some considerations for the use of technology in classrooms include the following:

- **Student visibility:** Can the teacher see the monitors of students who are using computers? Can the teacher see students who are using calculators, spell checkers, and portable word processors at their desks?
- **Teacher visibility:** Can students see the teacher at all times while they are using technology?
- **Dead zones:** Are there any room dividers, bookcases, or other visual barriers in the classroom that interfere with instruction?
- **Accessibility:** Are frequently used technology tools readily accessible to students?

- **Traffic flow:** When students move to computer work stations, are there obstacles or barriers to that movement? Where do students go to get a portable device such as a calculator? Is it placed in a location that minimizes time taken from instruction?
- **Distractions:** Does the technology itself create distractions? Do students use headphones with devices that produce sounds? Are other students bothered by seeing monitors or screen savers when they are not using them?
- **Transitions:** How do students make transitions from work at their desks to work using technology? What materials do they bring from their work station? Do they know what to do when they return to their desks?

Anticipatory Set

Key Point: Teachers need to pre-plan for potential problems and student accommodations.

Discussion: Effective teachers demonstrate what Kounin (1970) referred to as “with-it-ness”. This refers to a teacher’s ability to quickly and accurately identify potential problems and plan accordingly. Marzano (2003) calls this anticipatory set, and adds an additional focus on the prediction of potential problems. According to Marzano, teachers who develop troubleshooting skills can maximize instructional time. A focus on anticipatory set means that teachers take into consideration the personalities, behavior issues, and special needs of students as well as the activity planned. When lesson plans are designed to anticipate potential problems and needed accommodations, teachers ensure that all students can participate.

An important aspect of anticipatory set, or “with-it-ness” is a teacher’s ability to identify the kinds of accommodations and instructional adjustments that must be made to accommodate differing student abilities. “With-it” teachers are able to describe and plan for the levels of participation that are appropriate for each student in each instructional activity. The work of Beukelman and Mirenda (1998) describes four possible levels at which a student might participate in classroom activities. Most students participate at different levels depending on the specific task. For example:

- **Competitive participation:** Students participating at the competitive level are required to meet the academic standards of their peers. There is no need for curricular modifications; however, when students participate at this level, they may not be required to complete every activity. Alternative assignments or extended time lines are the most common accommodations when students participate at a competitive level.
- **Active participation:** Some students are able to participate in the general education curriculum but may not meet the same academic standards as their peers. When this is the case, students are evaluated according to their individual goals and often receive supplemental instruction to help them develop specific skills. When students are active (but not competitive) participants in the curriculum, respectful modifications to their daily activities may be needed.
- **Involved participation:** Students may participate in general education classes and activities but learn academic content that is significantly different from the general curriculum. Involved students may be addressing standards at a much higher level or at a much lower level than their classmates. For students who are not involved in the same way that others are, alternative activities are often developed. The goal is always to ensure that the student is involved to the greatest extent possible.
- **No participation:** It’s important to recognize that it is possible for a student to be physically present in a general classroom but passive and uninvolved with instruction. This level of academic participation is never acceptable. If an educator is unable to identify ways that a student can be involved in classroom activities it’s time to ask for help from other team members.

Application to Technology Use:

Teachers who are skilled at anticipating potential trouble spots and making accommodations for individual students recognize that the use of technology requires pre-planning to avoid loss of instructional time. For instance, technology malfunctions may interrupt instruction and require individual teacher attention.

Once educators have identified classroom activities where technology might be needed, it can be helpful to think about the student’s current level of participation and how technology-based tools and strategies can help the student participate in a more active and independent manner.

Application of Anticipatory Set to Tim's Use of AT

Tim's competitive participation: When it came to math facts, Tim was one of the most capable kids in his class. He could calculate any math problem in his head and was already able to do division and multiplication problems at the seventh grade benchmark for math. He was also able to apply his mathematics calculation skills to practical math problem-solving activities that were presented to him verbally. When the teacher read a problem or posed a math-related question to the class, Tim was often the first with the correct answer.

Tim experienced difficulties with math when he had to read the math textbook. While he was able to deal with the numbers correctly, his poor reading decoding skills were a barrier to understanding the math story problems he had to answer. In order to make sure that he had the access he needed to the questions in the math book, Tim's team identified several tools and strategies that would allow him to do the same work that the rest of the class was doing. They made a list so that his teacher could later pick which accommodations would best fit the various activities during math class.

Goals, Rules and Procedures

Key Point: A well managed classroom needs goals, rules, and procedures (Marzano, 2003). There are differences between the functions of each.

Discussion: Classroom goals are statements of target aspirations such as "Always do your best" or "I respect individual differences." Classroom goals reflect a philosophy of the classroom environment, are usually general, and may interpreted differently by different individuals.

In contrast, classroom rules describe specific expectations for the behavior of all students in a classroom. They can be designed to either prevent or encourage specific behaviors. Good

classroom rules are crafted so that they always apply and are enforceable 100% of the time. They describe observable behaviors such as, "Walk inside the building" and, "Leave gum at home." Rules must be easily understood and easily monitored. In order to be useful, there should be no more than three to five classroom rules (Harris & Evertson, 2003).

Finally, classroom procedures establish standards for how things get done. They address routine tasks and they save time and create predictability and continuity. Procedures change as environmental demands change, but they should always be developed with attention to classroom rules (which do not change). Teachers can develop procedures for every predictable event that can happen in a classroom. Doing

so provides students with a sense of security and knowledge of what to do.

There are three general categories around which teachers should develop procedures. They are:

- General procedures for playground, library, bathroom assembly, fire drill, etc.
- Procedures for use of room (e.g., teacher and student desks, pencil sharpeners, technology tools, materials, etc.).
- Instructional procedures for groups, seat-work, transitions between activities, and teacher lead instruction

Student knowledge of procedures increases instructional time by reducing transition time and confusion. Students in well-managed classrooms spend a significant amount of time learning and practicing procedures. Effective classroom managers deliberately teach the procedures to the students. Initial time spent in learning classroom rules and procedures also contributes to order and student achievement. Marzano (2003) recommends that teachers explain, rehearse, practice, and re-teach classroom procedures.

Application to Technology Use: Development of classroom goals, rules, and procedures that directly address technology can help teachers make technology fit into overall educational goals and daily instructional practices.

In a well-differentiated classroom, students often have several choices about how they will do a particular task. A

goal for such a classroom might be something like the following:

- I use the best tools to do my best work.

or

- I choose the right tool for each task.

In a classroom with goal statements like this, rules about technology use might address the purposes and limits of technology use:

- The attendance monitor and the daily announcement reader use the teacher's computer.

or

- We agree on our technology strategy when we work on an assignment together.

Since procedures establish classroom standards for how things will be done and are designed to decrease disruption and maximize instructional time, it is important that teachers develop their own unique procedures that are a response to their unique teaching styles and the characteristics of their classrooms and students. There are many common questions that should be addressed by classroom technology procedures. A list of such procedures might include:

- How should students proceed when they are instructed to use technology as part of instruction?
- What is the process for moving from a student desk to a computer station and getting ready to work?
- What should students do if they want permission to use a computer for an instructional task?
- If students are allowed to use a teacher's computer, for what reasons is that allowed and what is the procedure?
- What are the procedures that apply to multiple students using one computer?
- When may students use technology in cooperative learning activities?

Application of Goals, Rules, and Procedures to Tim's Use of AT

For several years, Tim's English teacher had allowed students to use computers regularly for writing in her classroom. Because she only had five work stations, she had developed a procedure where students first created a rough draft using paper and pencil. When the draft was complete, the students had a conference with her about the content of their work and developed some ideas about the ways they would like to edit the assignment. Once the conference was completed, students were assigned to a computer work station where they entered their second draft and made edits to it. The teacher turned on the computers first thing in the morning and they were left on all day to maximize the amount of instructional time during technology use.

Tim was required to use the same procedure for drafts and final versions as the rest of the students except that he used his laptop for creating his initial and final drafts. Since the printer for his laptop was in the resource room, he went there to print his assignments. As the year progressed, he began falling farther

and farther behind in the papers he submitted for his English class. The team reviewed the procedures for Tim's written work using his AT and made some changes. The teacher, Tim, and Tim's team agreed on the following procedures:

- *Tim would place his laptop on a table by the other computers when he came in each day.*
- *If there was to be a written assignment and Tim would need the laptop, the teacher would indicate this by placing a green card on the table. This was a signal to Tim that he should plug in the laptop and turn it on before class began.*
- *An additional cable was provided at this work station so that Tim could print his written work in the room. This eliminated the need for additional procedures about leaving the class to print assignments in another room.*
- *Once Tim had a print copy of his initial draft, he followed the regular classroom procedures for conferencing and second drafts of written work.*

- How should transitions from work with technology to other activities be handled?
- If students are allowed to move to another room (e.g., computer lab) to use technology, what is the procedure for going to that room and returning to the classroom?

Discipline and Student Accountability

Key Point: Consequences and standards for following rules and procedures must be enforceable and they must be enforced consistently.

Discussion: Human beings do best in an environment of feedback (Miller, Ferguson, & Simpson, 1998). Well-managed classrooms strike a healthy balance between rewards and punishment and those rewards and punishments are applied consistently and predictably. Marzano (2003) identifies five possible types of intervention that teachers may use as part of a discipline system in a classroom:

- Teacher reaction.
- Tangible recognition.
- Direct cost.
- Group contingency.
- Home contingency.

A review of research on discipline can help to identify the interventions that are most effective. Miller, Ferguson, and Simpson (1998) asked students and parents to rank the positive and negative consequences for behavior that they considered most effective. Both parents and students rated pa-

rental involvement as either the first or second most effective action for both positive and negative consequences.

Application to Technology Use:

The Northwest Regional Educational Laboratory's (NWREL) NETC Classroom Observation Rubric for Assessing Technology Integration (2004) offers educators a way to evaluate a particular classroom for several aspects of technology use. It is designed as a classroom observation tool that can be used to help evaluate technology integration. The rubric can

be acquired from www.nwrel.org. It identifies some of the aspects of technology use that might be used to define appropriate student behaviors and consequences. Some examples include:

- The specific uses of technology in this session are required of all students, required of some students, or unrestricted.
- In using technology, most students are focused on the intended curricular objectives.

Application of Discipline to Tim's AT Use

All the rules about technology use that were established in each of Tim's classrooms applied to Tim in the same way that they applied to other students. Students knew how to share computers. They knew the limits of web searches and the consequences for ignoring those limits. All teachers defined for the class how and when technology could be used in their classrooms and the consequences for ignoring the rules.

One procedure that caused Tim some trouble at first was that assignments had to be turned in at a particular time. Tim originally had trouble following that procedure because the technology system did not include an option for him to print his assignments in class. The team thought that once Tim's printer cable had been provided, he would be able to turn in all his assignments

on time. But he didn't. When the team looked into the problem again, they discovered that Tim's binder was filled with papers that he had completed but not turned in. At this point, they decided that some consequences should be applied. Tim's teacher agreed to send an email to Tim's mother each Wednesday afternoon that told her how he was doing on turning in assignments. If all his assignments were turned in, Tim got to take a trip to the local ice cream store. If the assignments weren't completed, he lost his TV privileges for the evening and had to collect and/or print his assignments from his laptop to be submitted the following day. Tim's teacher kept track of the number of assignments that Tim turned in on time and, from that data, everyone on the team could see that he was making progress in this area.

- When using technology, most students act ethically and in accordance with the district acceptable use policy.

In a well-managed classroom, students are aware of the standards set by rubrics like these, and they know what the specific consequences and rewards will be. Technology is integrated into the overall classroom discipline picture.

Relationships

Key Point: High quality teacher-student relationships are critical in the creation of effective learning environments.

Discussion: The cause of many classroom behaviors labeled and punished as rule infractions are, in fact, problems of students and teachers relating to each other (Sheets & Gay, 1996). As a part of effective classroom management, teachers foster relationships between students and themselves as well as relationships among students. When classroom relationships are supportive and well established, each student—regardless of his or her individual characteristics—has a more effective learning experience. A student's sense of belonging to the group is one sign of a well-managed classroom.

Application of Relationships to Tim's Use of AT

One of the technology options for Tim in his math class was that he would use scanned problems and textbook pages and a computer that read the scanned problems out loud. Tim then wrote his answers on the paper copy and turned it in. In math class, Tim was the only one in the class who used a computer. After a couple of weeks, he started to resist using it and frequently failed to turn in his assignments. When his resource room teacher asked him why his grades were failing, Tim complained that his use of the computer was interfering with his making friends in the class. When other students sat in groups and helped each other with the assignments, Tim had to sit at the back of the room using earphones, and he had to work alone. He said that he hated being so isolated and would rather get bad grades than use the computer.

When assistive technology like Tim's creates barriers for a student, teacher, and other students, there is an increased likelihood that the technology will be abandoned. People who don't feel they have social support for their technology use often discontinue using it (Scherer & Galvin, 1996). When this happens there can be a loss of function, learning capacity, and quality of life (Galvin & Wobschall, 1996). In Tim's case, his grades fell because

his computer use was interfering with his classroom relationships. When students are involved in the selection, acquisition, use, and maintenance of assistive technology devices they are less frequently abandoned (Scherer, 1993; Tewey, Barnicle, & Perr, 1994; Turner et al., 1995). Student involvement provides a sense of ownership and responsibility that often leads to continued use of assistive technology (O'Day & Cocoran, 1994; Scherer, 1993).

Tim, his resource room teacher, and the math teacher talked about what they could do to help Tim feel less isolated in the classroom when he was using his technology. The math teacher had an idea that they all liked. He felt that the ability to listen to the problems was something that many of his students might want. Tim agreed to share his computer with a small group of three other students, who would work together as a study team at his computer work station. Like others in the class, this group would be allowed to help each other with the assignments. This approach had many benefits. Tim felt less isolated and completed more math assignments, and several other students in the math class also had increased success in math because they heard the computer read the problems to them.

Application to Technology Use:

Learning technology can be used in such a way that it either fosters or inhibits the development of relationships in the classroom. When technology procedures are poorly established or absent, technology use can take away from students' relationships and increase the likelihood of conflict among class members. Well established technology procedures that have been actively taught to students encourage them to practice relationship building skills. They can address items such as guidance for students about what to do when technology is shared, how to ask for a turn from someone who is using the technology, or how to work collaboratively on a computer or other piece of technology.

The use of technology in instruction can enhance students' sense of responsibility. In a classroom where technology is used effectively, class meetings are held to discuss the technology use. This helps to develop a language of responsibility and an ethos of responsibility. Students use technology for producing and creating. They are highly involved with their teacher and peers in planning for the use of technology in a unit or lesson. In group activities using technology, a high degree of collaboration is exhibited (NWREL, 2004).

Putting It All Together in Your Classroom

Effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts

of student behaviors that interfere with the teacher's or other student's work, and efficient use of instructional time (Harris & Evertson, 2003). The *Classroom Assistive Technology Walkthrough form* included in this edition of *Technology in Action* summarizes issues related to classroom management and technology. It is designed to be used as a classroom observation tool by educators, assistive technology specialists and anyone else who wants to ensure that assistive technology used by an individual student is well managed and effective. The *Classroom Assistive Technology Walkthrough form* can provide a basis for consistent interpretation of assistive technology integration for teams. *Caveat*: One observation visit will provide only a single snapshot. Users should consider conducting several visits to observe the same classroom setting or having several team members rate the setting and compare results.

The application of the *Classroom Assistive Technology Walkthrough form* should take into account the individual student as well as classroom context and expectations. It can be used for team discussion of an individual student's program or as a tool for teacher self-evaluation.

When classroom management concepts are used to help integrate technology into instructional settings, technology enhances instruction and assistive technology use is more likely to increase individual students' functional abilities.

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Classroom Technology Walkthrough

Classroom Organization	Yes	No	NA
Can the teacher see the student?			
Can the student see the teacher?			
Can the student interact with peers?			
Can the student move about the classroom freely?			
Is the student's movement a distraction?			
Are materials easily accessible?			

Rules, Procedures, and Goals	Yes	No	NA
Are classroom rules posted?			
Is there evidence that classroom procedures are taught?			
Are classroom procedures followed by the student?			
Are students using technology?			
Is there evidence that classroom procedures for technology use are taught?			
Are classroom procedures for technology use followed by the students?			
Are transitions smooth and timely?			

What specific skills does this student need to learn in each area of technology use?

Operational Skills: Making technology work
Functional Skills: Using technology to increase function
Social Skills: Using technology with other people
Strategic Skills: Choosing the right tool for the task

Technology

What is the expected level of participation for this student in the area(s) where technology is used? <input type="checkbox"/> Competitive participation <input type="checkbox"/> Active participation <input type="checkbox"/> Involved participation <input type="checkbox"/> None
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Rules, Procedures, and Goals

Is it necessary to modify classroom procedures so that the student can participate at his/her expected level?
Does the student need additional procedures for using assistive technology as part of instruction?

Planning for the Student

What are the distractions for the student in the classroom (e.g., lots of movement, noisy environment, visual distracters)?

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