



The Power of Access

Course Outline

8:30-4:30, 2 day training, 13 CEUs

	Topic	Learning Objective(s)	Instructional Design, including instructional format, and class activities	Time (Minutes)	Presenter Name
Day 1	Begins at 8:30 AM				
8:30-10:15	Seating for function	1) List two elements of seating for postural control that may maximize functioning.	Apply the basic principle of positioning for access. Lecture, handout, demonstration of elements used in seating	1 hr 45 min	Arlene James
Break				15	
10:30-11:30	Determining access	4) Write the name of an activity that can be a motivating and effective assessment tool when determining access. 1) List two elements of seating for postural control that may maximize functioning. 2) List two types of alternative computer access for students with physical dysfunctioning.	Powered mobility use in determining access for involved clients. Lecture, hand outs, video, case studies	60	Arlene James
Lunch				50	

12:20-1:20	Alternative access	2) List two types of alternative computer access for students with physical dysfunctioning.	Describe and identify a variety of forms of alternative access, including mechanical and electronic switches and/or devices. Lecture, hand out, case studies and demonstration	60	Arlene James
2:20-3:20	Programming	2) List two types of alternative computer access for students with physical dysfunctioning 3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	Recognize the importance of programming WC controls. Discuss control components, use, connectivity options. Lecture, demonstration, interactive activity using fill in the blank list (participants will add in components required for a variety of access/connection needs during this and following course time).	60	Arlene James
Break				15	
2:35-4:30	Integrating systems	3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	List and Justify components needed to connect clients chair to computer or AAC device. Lecture, case studies, demonstration, interactive activity using fill in the blank list	1 hr 55 min	Arlene James
Day 2	Begins at 8:30 am				
8:30-10:15	Computer & AAC access	Apply knowledge of Components needed to connect w/c to computer & AAC 3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	Apply knowledge of Components needed to connect w/c to computer & AAC Hands on lab stations, 1-to-1 computer, multiple AAC devices, interactive activity using fill in the blank list	1 hr 45 min	Arlene James

Break				15	
10:30-11:30	Computer & AAC access	Apply knowledge of alternative access to computer and AAC on manual chairs 3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	Apply knowledge of alternative access to computer and AAC on manual chairs, Part 1 Hands on Lab stations, interactive activity using fill in the blank list	60	Arlene James
Lunch				50	
12:20-1:20	Computer & AAC access	3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	Apply knowledge of alternative access to computer and AAC on manual chairs, Part 2 Hands on Lab stations, interactive activity using fill in the blank list	60	Arlene James
1:20-2:20	case studies	Apply knowledge of alternative access to computer and AAC on manual chairs 2) List two types of alternative computer access for students with physical dysfunctioning. 3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer.	List and justify components needed to connect a clients w/c to computer Case studies showing clients with physical dysfunctioning using computer. Lecture, video, discussion. Interactive matching activity: match client functioning to mechanical/electronic switch.	60	Arlene James

Break				15	
2:35-3:35	Alternative controls	2) List two types of alternative computer access for students with physical dysfunctioning.	Describe and Identify 2 forms of alternative access Lab stations set up for group activity: match client functioning to station equipment. Interactive matching activity: match client functioning to mechanical/electronic switch.	60	Arlene James
3:35-4:30	Review answers on lists and matching activity, Q&A, Tests and eval Concludes at 4:00 pm	1) List two elements of seating for postural control that may maximize functioning. 2) List two types of alternative computer access for students with physical dysfunctioning 3) Given an inventory of components list, in order of connection, the components required for mouse emulation using electronic switch(es) to access a computer. 4) Write the name of an activity that can be a motivating and effective assessment tool when determining access.	Lecture for review, interactive discussion of lists and matching activity, evaluation, test	55 min.	Arlene James

Learning Outcomes & Completion Requirements

At the end of this course, participants will be able to:

1. Identify two types of alternative computer access for children with physical disabilities.
2. Determine which alternative access method is appropriate for certain student populations. A grid, completed during hands-on activities, will be a reference.
3. Identify three important points concerning seating when determining computer access.

4. Participants successful Mastery of course objectives will be measured with a short multiple choice quiz, students will hand in their quiz before they receive their course evaluation.
5. Participants are required to attend and participate in the full day(s) of training. Partial continuing education credits are not offered.

Participant Cancellation and Refund Policy:

Cancellations **must** be completed online or sent to cancellations@esc4.net, no later than seven calendar days prior to event. Phone cancellations are not accepted. Registrations are transferrable.

A processing fee of 25% of the registration cost with a minimum fee of \$35 will be applied to the refund. No refunds for online courses, nonattendance, or cancellations submitted one to six days prior to the event. Participants will receive a full refund for events cancelled by Region 4.

Registration Cancellations must occur at least seven days prior to the first class in order to be eligible for refund of registration fees.

Class Cancellation:

In the event of a class cancellation the registrant will be contacted using the email provided in the online registration process. Future options will be offered.

Questions?

Visit our [Help & How-To](#) page, manage your [registrations online](#) or contact Registration Services at register@esc4.net

Region 4 Education Service Center (Region 4) is accessible to individuals with disabilities. If you have special needs or require special arrangements in order to participate in a session, please contact Region 4 Registration Services five working days prior to the training program date 713-744-6326 or Register@esc4.net.

Region 4 Education Service Center

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